

**DEPARTMENT OF BIOLOGY
PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY**

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Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the College manual takes precedence.

All materials, discussions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

48 Service. More detailed descriptions of the expectations for achievement in these three areas are
49 in the sections that follow.

50 51 **ASSESSMENT OF PROFESSIONAL DEVELOPMENT, TEACHING, AND SERVICE**

52 53 **Assessment of Professional Development (Scholarship)**

54
55 Scholarship is one of the fundamental goals of the Department of Biology. The
56 Department distinguishes between routine and innovative research efforts as judged by the
57 candidate's peers at the University and aspirant peers elsewhere. The principal standard should be
58 quality, rather than quantity alone. The candidate's scholarship can be affected by many factors
59 including the difficulty of the research, access to appropriate experimental equipment, funding
60 levels, and the number and academic backgrounds of the students participating in the research.
61 All of these factors will be taken into account in evaluating the candidate's accomplishments. It
62 is the responsibility of the candidate to adequately assess the availability of appropriate
63 equipment, personnel, and space so that their research plan is as ambitious as possible, but also
64 feasible. Definitions and factors used in the evaluation of professional development are listed
65 below.

66 67 **Evaluation Factors for Rating Professional Development**

68 The candidate must provide evidence of the successful establishment of a nationally or
69 internationally recognized research program and of excellence in innovative scholarly research.
70 Evidence submitted should be organized according to the categories of professional development
71 listed in the college manual (section V.E). Types of evidence of achievement in Professional
72 Development include:

73 74 (a) Publications and Patents

75 Publications are quality publications in major peer reviewed journals, invited chapters, and/or
76 books appropriate to biology.

77
78 The research program for Science Education faculty can be defined as being in science education
79 and/or lab research. Publications for Science Education faculty may therefore be in either science
80 journals appropriate to biology or in science education journals appropriate to science education.
81 Science Education faculty will supply supplemental information to the department to aid in the
82 evaluation of publications as needed. Science Education faculty have the option of placing
83 individual accomplishments under either Professional Development or Teaching, but not under
84 both categories.

85 86 (b) Internal and Extramural grants

87 This category includes grants from extramural sources (including industrial sources) sufficient to
88 support substantial research. A seed grant is defined as a small, non-renewable, short term grant
89 given expressly for the purpose of obtaining preliminary data and should be distinguished from a
90 small research grant to the candidate. Internal competitive grants received should also be listed.

91
92 For Science Education faculty, funding sources may include the U.S. Department of Education,
93 NSF, NIH, Howard Hughes, or other organizations that support science education. Seed grants

94 for Science Education faculty may include the Georgia B.O.R, Georgia Department of
95 Education, and others.

96
97 (c) Presentations at Conferences

98 Invited seminars and presentations are also an indication of scholarship. The prestige of the
99 conference or workshop will be part of the consideration. Secondary indications include
100 contributed presentations and presentations by students and other research associates of the
101 candidate.

102
103 (d) Invitations to Give Talks on Research

104 This category includes invited speaker at major national and international conferences or at
105 national or international professional meetings and workshops or invited seminar speaker at
106 another university or other institution (e.g., government institution).

107
108 For Science Education faculty, these can include science education venues or laboratory research
109 conferences with special events on science education.

110
111 (e) Professional Service

112 Professional service considered under the Professional Development category includes
113 memberships on editorial boards, peer reviews for scholarly journals, grant reviews for granting
114 agencies, memberships on evaluation panels, and services as critic, juror, and /or consultant for
115 professional organizations. Other types of professional service should be listed under the service
116 category.

117
118
119 **Additional Considerations and Notes**

- 120 1. The candidate must have established an independent research program to be considered
121 for promotion and tenure.
- 122 2. Scholarship is indicated most clearly by publications in refereed journals or patents. The
123 quality of the research will be assessed by peers both inside and outside Georgia State
124 University. Although it is difficult to rank the quality of journals accurately, it is clear
125 that some journals have a higher impact than others. Journal impact scores can be
126 provided. The quality and quantity of citations of the candidate's research publications
127 may also be assessed. It is recognized that each research area will have different
128 expectations in regard to the numbers of publications and the importance of specific
129 journals.
- 130 3. The Department of Biology values collaboration with colleagues both within Georgia
131 State University and at other institutions. Such collaborations can facilitate rapid progress
132 in research. A balance of collaborative and single research group efforts in research is
133 preferable. Candidates with co-authored collaborative papers should clearly indicate their
134 contribution to these works. The evaluation committee will incorporate an assessment of
135 such contributions in its letter of recommendation.
- 136 4. Grant support is a significant indication of research productivity. Candidates for tenure
137 should have a demonstrated ability to attract extramural funding. Funding as Co-P.I. is of
138 value but the candidate is expected to have extramural funding as a P.I. for his/her
139 independent research program. It is recognized that the sources and levels of funding will
140 be a function of the area of research. Efforts to obtain extramural funding should be

- 141 documented.
- 142 5. Invited seminars and conference presentations (abstracts) are also an indication of
143 scholarship. Secondary indications are submitted presentations and presentations by
144 students and other research associates of the candidate (oral and poster presentations).
- 145 6. Patents for materials, processes, and instruments are a significant indication of
146 productivity. For Science Education faculty, copyrighted workbooks and materials
147 designed for use by K-12 teachers and students, or university level students or instructors
148 will be considered.
- 149 7. Memberships on editorial boards, activities as a peer reviewer for scholarly journals,
150 activities as a reviewer for granting agencies, memberships on evaluation panels, and
151 services as a consultant for professional organizations should be listed under Professional
152 Development. Other service activities, such as convening sessions at scientific meetings,
153 and election to offices or committee membership in professional organizations, should be
154 listed under the Service category.

155

156 **Assessment of Teaching (Teaching Effectiveness)**

157 Teaching communicates the discipline of biology to students, develops in them an
158 excitement about the processes of the living world around them, and trains them to be skilled,
159 responsible members of a profession. Definitions and factors used in the evaluation of teaching
160 are listed below.

161

162 **Evaluation Factors for Rating Teaching**

163 The candidate must provide evidence of teaching effectiveness and of excellence in innovative,
164 and/or creative teaching, in providing leadership in development of teaching in the department,
165 university and/or national community and/or in training graduate/undergraduate students and
166 postdoctoral fellows.

167 Documentation submitted should be organized according to the categories of teaching listed in
168 the college manual (section V.F). Types of evidence of achievement in teaching include:

169

170 (a) Mentorship of Student Research and Independent Study Projects

171 Mentored research and independent studies listed must have course numbers.

172

173 (b) Good Student Perceptions and Evidence of Teaching Effectiveness, **as well as achievements**
174 **in at least one of the following additional categories (c – h):**

175

176 (c) Non-Course Related Training/Mentorship

177 Chairmanship or membership on student committees (both at GSU and at other institutions),
178 including exam, thesis, and dissertation committees are included in this category.

179

180 (d) Development of New Courses

181

182 (e) Teaching Grant Funds,

183 Independent fellowships and/or stipends for students or postdocs that are not part of external
184 research grants are applicable.

185

186 This category also applies to Science Education faculty, unless the candidate includes this under

- 187 Professional Development.
188
189 (f) Publications in Teaching Journals
190
191 (g) Teaching Creativity
192
193 (h) Honors or Special Recognitions for Teaching
194
195

196 **Assessment of Service**

197 Service is considered an important element of faculty accomplishment. The Department
198 realizes that extensive service, especially for untenured faculty, can decrease their achievement
199 in scholarship and teaching. It is thus expected that candidates will perform service requests
200 competently and in a timely fashion, but that the Department will expect lower levels of service
201 from untenured faculty compared to tenured faculty. Evidence submitted should be organized
202 according to the categories of service listed in the college manual (section V.G).
203

204 **Evaluation Factors for Rating Service.**

- 205 1. Membership/Chairmanships on College or University Committees are among the service
206 activities reviewed in promotion considerations by the Department.
207 2. Departmental service includes effective service on departmental committees, undergraduate
208 and graduate advising (including premed, 1st year graduate student committees, individual and
209 group advising, etc.) and student recruitment efforts.
210 3. Professional service includes the following: support of local, state, national, or international
211 professional organizations via consultantships and memberships on advisory boards; conference
212 scientific program organization, membership on committees of professional organizations,
213 offices held in professional organizations and convener of symposia/workshops; service to the
214 city, state or national non-professional community based on expertise is also included.
215 4. Science Education faculty activities that result in research findings and/or teaching
216 publications will not count as service.
217 5. Other types of service that could be included are the following: oversight or training of
218 departmental, college, or university staff; oversight of departmental, college, or university
219 facilities and equipment; and substantial participation and planning of departmental, college, or
220 university or professional events or meetings.
221

222 **CRITERIA FOR PROMOTION TO AND/OR TENURE AT RANK**

223
224 **Associate Professor**

225 All candidates recommended for promotion to and/or tenure at the rank of Associate
226 Professor must be evaluated as *excellent* in professional development and teaching and at least
227 *good* in service and have established an upward trajectory.

228 For an evaluation of *excellent* in professional development, the candidate is expected to
229 have developed an independent research program of national reputation that has resulted in
230 publications in major peer-reviewed journals. At a minimum, the successful candidate is
231 expected to have published several papers describing research conducted as an independent
232 investigator. A candidate also is expected to have a record as a Principal Investigator (PI) on
233 extramural grants. When major funding has not been secured, evidence of vigorous and

234 consistent efforts to secure such extramural funds from national agencies and/or foundations will
235 be considered. Indication of effort to secure funding may include reviewers' comments on
236 submitted proposals. If a candidate elects to submit these for any proposal, the full set of
237 comments and scores received from the agency must be made available to the committee. The
238 types of evidence to be used in evaluation of professional development are listed above.

239 Candidates with a primary contract (or mission) in the area of science education must
240 present evidence of scholarly achievement in science education or science research or both.
241 Evidence of the development of successful liaison programs with other departments, colleges,
242 and sectors of the public school system may be presented. The documentation of these liaison
243 programs should include evidence of vigorous involvement and success in procurement of
244 internal and extramural support for program implementation.

245 To be judged as *excellent* in teaching, a candidate should exhibit teaching innovation,
246 competence, enthusiasm, effectiveness and sound standards in both the undergraduate and the
247 graduate programs. Involvement in teaching at both the undergraduate and graduate levels is
248 recommended for demonstration of excellence in teaching. Data to be reviewed by the Promotion
249 and Tenure Committee include the following: syllabi, examinations, and student evaluations, as
250 well as numbers and accomplishments (e.g., student publications, meeting presentations) of
251 students directed in independent studies (Biol 4910, Biol 6999, Biol 8800, Biol 8999).
252 Information about graduate students who have successfully completed their degrees, as well as
253 those who show successful progress toward a degree, by passing their qualifying exams and
254 writing approved thesis or dissertation proposals, will also be reviewed. The quality of the
255 students and publications will be given more weight than the number of students.

256 To be evaluated as *good* in the area of service, the candidate must meet assigned
257 Departmental obligations and requests in an effective manner. In doing so, the candidate
258 exhibits acceptable citizenship within the department.

259

260 **Professor**

261 All candidates recommended for promotion to and/or tenure at the rank of Professor must
262 be evaluated as *excellent* in professional development and teaching and as *very good* in service.

263 For the candidate to be judged *excellent* in professional development there should be
264 evidence of a substantial history of significant extramural support for the research program
265 coupled with high productivity evidenced by publication of peer-reviewed articles in
266 international/national journals.

267 For an evaluation of *excellent* in teaching, a candidate should exhibit teaching innovation,
268 competence, enthusiasm, effectiveness, and sound standards in both the undergraduate and the
269 graduate programs. Involvement in teaching at both the undergraduate and graduate levels is
270 recommended for demonstration of excellence in teaching. Data to be reviewed by the Promotion
271 and Tenure Committee include the following: syllabi, examinations, and student evaluations, as
272 well as numbers and accomplishments (e.g., student publications, meeting presentations) of
273 students directed in independent studies (Biol 4910, Biol 6999, Biol 8800, Biol 8999).
274 Information about graduate students who have successfully completed their degrees, as well as
275 those who show successful progress toward a degree, by passing their qualifying exams and
276 writing approved thesis or dissertation proposals, will also be reviewed. The quality of the
277 students and publications will be given more weight than the number of students.

278 To be judged as *very good* in service at this level, the candidate exhibits a strong record
279 of service, including effective participation not only at the Department level, but also at the

280 College and/or University level and in the academic discipline. In doing so, the candidate
281 demonstrates constructive citizenship, displays Departmental leadership, and is active in his or
282 her field.

283
284

285 **DEPARTMENTAL ADVISORY COMMITTEE ON PROMOTION AND TENURE**

286

287 The Departmental Advisory Committee on Promotion and Tenure shall be composed of
288 all faculties holding the rank of Associate or Full Professor in the Department. In consultation
289 with the Committee, the Department Chair shall appoint the Committee Chair to serve a three
290 year term. Full-time tenured Associate Professors and Professors representing each specialty area
291 in the Department will constitute an Area Committee, which will serve as a committee for
292 primary review of candidates for promotion to Associate Professor within their specialty area.
293 The Departmental Advisory Committee shall review all candidates for promotion to Associate
294 Professor. Members of the overall Departmental Advisory Committee who hold the rank of
295 Professor shall review all candidates for promotion to Professor.

296

297 The Departmental Area Committees shall discuss and evaluate the record of each
298 candidate using criteria for promotion and tenure adopted by the Department of Biology, the
299 College of Arts and Sciences, and Georgia State University. *Robert's Rules of Order (Revised)*
300 shall be followed throughout the deliberations. All verbal and written deliberations shall remain
301 confidential within the context of the Sunshine Laws of the State of Georgia. No discussion of
302 substantive aspects of the deliberations should be held with any individual who is not part of the
303 formal decision-making process. The Area Committee shall submit a written report
304 summarizing its findings to the Chair of the Departmental Advisory Committee for Promotion
305 and Tenure. The chair will distribute this report to the members of the committee who will
306 review and evaluate the record of the candidate and submit a written report to the Chairman of
307 the Department and to other appropriate committees (e.g. College P&T Committee) as directed
308 by the Chair.

309 **MENTORING PROGRAM**

310

311 A strong mentoring program can provide invaluable assistance to faculty in the
312 development of their careers. Each Assistant Professor in Biology will be assigned a mentor in
313 consultation with the Chair of the Department and with the consent of the faculty member
314 chosen as a mentor. This assignment normally is for one year at a time with the option to change
315 mentors at any time. At the end of the academic year, the Chair will evaluate the candidate's
316 needs and the responsibilities of the past year's mentor to judge whether or not to continue with
317 the same assignment. It is expected that the mentor will meet twice a month with a first year
318 Assistant Professor and monthly with a more experienced new faculty member. It is also
319 expected that the Chair, mentor, and Assistant Professor will all meet together at least once a
320 year. Advice from the mentor might be useful in areas such as:

321

322 1. Grant proposal preparation; graduate student direction; faculty-faculty and faculty-staff
323 interaction.

324 2. Review of manuscripts.

325 3. Assistance in prioritizing efforts.

326 4. Assistance in organizing and scheduling teaching of large classes.

327 **APPENDIX I. RATINGS GUIDELINES FOR PRE-TENURE REVIEW**

328

329 **A. Professional Development**

330

331 **Poor:** The faculty member maintains no research program, with no evidence of publications¹,
332 grants², presentations³, or professional service⁴ during the review period.

333

334 **Fair:** The faculty member maintains a limited research program. This may consist of occasional
335 publications or meeting presentations.

336

337 **Good:** The faculty member has established a small research program and may have some
338 publications, presentations or seed grants.

339

340 **Very Good:** The faculty member has established a growing research program and has some
341 publications, presentations, seed grants, or some professional service.

342

343 **Excellent:** The faculty member has established a research program that is recognized nationally
344 or has clear potential of becoming a nationally recognized research program, as evidenced by
345 publications and grants, presentations and professional service.

346

347 **Outstanding:** The faculty member has established or is developing a research program of
348 unquestionable importance internationally, with publications and grants, presentations,
349 professional service, and awards/prizes or other significant recognitions.

¹ Publications are defined throughout as quality papers in major peer reviewed journals, invited chapters, and/or books appropriate to biology. For Science Education faculty members, publications may be in either science journals appropriate to biology or in science education journals appropriate to science education. Science Education faculty members will supply supplemental information to the department to aid in the evaluation of publications, as needed. Science Education faculty members have the option of placing individual accomplishments under either Professional Development or Instruction, but not under both categories.

² Grants are defined throughout as being from extramural sources and sufficient to support substantial research. A seed grant is defined as a small, non-renewable, short term grant given expressly for the purpose of obtaining preliminary data and should be distinguished from a small research grant to the candidate. For Science Education faculty, these sources may include the U.S. Department of Education, NSF, NIH, Howard Hughes, or other agencies that support science education. Seed grants for Science Education faculty may include the Georgia B.O.R, Georgia Department of Education, and others.

³ Refers to being an invited speaker at major national and international conferences or at important national or international professional workshops or an invited seminar speaker at other universities. For Science Education faculty, these can include science education venues or laboratory research conferences with special events on science education.

⁴ Professional service considered under the professional development category includes memberships on editorial boards, peer reviews for scholarly journals, grant reviews for granting agencies, memberships on evaluation panels, and services as critic, juror, and /or an expert consultant for a professional organization. Other types of professional service, usually of an administrative nature, are considered under the category of service.

351 **B. Teaching**

352

353 Eight items play a major role in the assessment of teaching for tenure track Biology faculty,
354 which are listed below.

355

356 (a) Mentorship of student research and independent study projects tied to course numbers

357 (b) Strong positive student perceptions and evidence of classroom teaching effectiveness

358 (c) Non-course related mentorship, including chairing or serving on exam, thesis, and
359 dissertation committees

360 (d) Development of new courses or substantial contributions in modifying existing courses

361 (e) Instructional grant funds, such as independent fellowships and/or stipends for students or
362 postdoctoral researchers that are not part of external research grants⁵

363 (f) Publications in instructional journals⁶

364 (g) Instructional creativity

365 (h) Honors or special recognitions for teaching

366

367 **Poor:** The faculty member is a substandard and ineffective teacher in need of significant
368 improvement. None of the eight items listed above are fulfilled.

369

370 **Fair:** The faculty member is a substandard teacher with limited positive effect on students.

371

372 **Good:** The faculty member's instructional performance is adequate. Two of the eight items
373 listed above are fulfilled, including (b).

374

375 **Very Good:** The faculty member's record demonstrates effectiveness in the classroom and in
376 mentoring students, with involvement in course modification/development. Three of the eight
377 items listed above are fulfilled, including (b) and (d).

378

379 **Excellent:** The faculty member's record demonstrates evidence of an highly effective,
380 innovative, and engaged teacher. At least four of the eight items listed above are fulfilled,
381 including (a), (b), (c), and (d).

382

383 **Outstanding:** In addition to the criteria stated above for a rating of *excellent*, the faculty member
384 is recognized as a national leader in instructional development and/or is effective at training
385 graduate students and postdocs for future careers in education. Five of the eight items listed
386 above are fulfilled, including (a), (b), (c), and (d).

⁵ Unless considered under the category of professional development in the case of Science Education faculty

⁶ Unless considered under the category of professional development in the case of Science Education faculty

388 **C. Service**

389

390 Service is considered an important element of faculty accomplishment. The Department realizes
391 that extensive service, especially for untenured faculty, can decrease their potential for
392 scholarship and teaching. It is thus expected that candidates will perform service requests
393 competently and in a timely fashion, but that the Department will expect lower levels of service
394 from untenured faculty compared to tenured faculty.

395

396 **Poor:** The faculty member does not meet departmental obligations and is in need of
397 improvement.

398

399 **Fair:** The faculty member displays minimally acceptable citizenship by meeting minimum
400 departmental obligations, though not always in a timely manner.

401

402 **Good:** The faculty member is a good citizen and meets departmental obligations effectively.

403

404 **Very Good:** The faculty member effectively fulfills departmental obligations in a timely manner.
405 In addition, the faculty member provides effective departmental service⁷ or, when requested,
406 service at the college, university, university-system level⁸, or in a professional organization⁹.

407

408 **Excellent:** The faculty member consistently fulfills departmental obligations in a timely manner
409 and effectively provides service at the department, college, university, or university-system level.
410 The faculty member may also provide service in a professional organization and/or for the
411 scientific community.

412

413 **Outstanding:** The faculty member is an effective leader in a department, college, university, or
414 university-system role and also provides service in a professional organization or the scientific
415 community.

⁷ Departmental service includes effective service on departmental committees, undergraduate and graduate advising (including pre-med, first-year graduate student committees, individual and group advising, etc.) and student recruitment efforts.

⁸ Membership or serving as chair of college, university, or university-system committees are considered as service activities

⁹ Professional service includes the following: support of local, state, national, or international professional organizations via expert consultantships and memberships on advisory boards; membership on committees of professional organizations, offices held in professional organizations; scientific conference program organization, and convener of symposia/workshops; service to the city, state or national non-professional community based on expertise is also included.

416 **APPENDIX II. RATINGS GUIDELINES FOR POST-TENURE REVIEW**

417

418 **A. Professional Development**

419

420 **Poor:** The faculty member maintains no research program, with no evidence of publications¹,
421 grants², invited presentations³, or professional service⁴ during the review period.

422

423 **Fair:** The faculty member maintains a limited research program evidenced by occasional
424 publications or meeting presentations.

425

426 **Good:** The faculty member maintains a small research program consistently evidenced by some
427 publications, presentations and/or seed grants.

428

429 **Very Good:** The faculty member's professional development profile may indicate steady
430 development that falls short of achievement or maintenance of a nationally recognized research
431 program. The faculty member may have high quality papers in major peer reviewed journals,
432 presentations at science meetings, seed grants or small external grants, and some professional
433 service.

434

435 **Excellent:** The faculty member continues to maintain and advance a nationally recognized
436 research program, as evidenced by a continuing track record of major peer reviewed publications
437 and a sustained level of grant support, presentations at national or international science meetings
438 and substantial professional service.

439

440 **Outstanding:** The faculty member has achieved eminence in his or her field internationally,
441 with an outstanding and sustained track record of major peer reviewed publications, a sustained
442 level of grant support, presentations at national or international science meetings, substantial

¹ Publications are defined throughout as quality papers in major peer reviewed journals, invited chapters, and/or books appropriate to biology. For Science Education faculty members, publications may be in either science journals appropriate to biology or in science education journals appropriate to science education. Science Education faculty members will supply supplemental information to the department to aid in the evaluation of publications, as needed. Science Education faculty members have the option of placing individual accomplishments under either Professional Development or Instruction, but not under both categories.

² Grants are defined throughout as being from extramural sources and sufficient to support substantial research. A seed grant is defined as a small, non-renewable, short term grant given expressly for the purpose of obtaining preliminary data and should be distinguished from a small research grant to the candidate. For Science Education faculty, these sources may include the U.S. Department of Education, NSF, NIH, Howard Hughes, or other agencies that support science education. Seed grants for Science Education faculty may include the Georgia B.O.R, Georgia Department of Education, and others.

³ Refers to being an invited speaker at major national and international conferences or at important national or international professional workshops or an invited seminar speaker at other universities. For Science Education faculty, these can include science education venues or laboratory research conferences with special events on science education.

⁴ Professional service considered under the professional development category includes memberships on editorial boards, peer reviews for scholarly journals, grant reviews for granting agencies, memberships on evaluation panels, and services as critic, juror, and /or an expert consultant for a professional organization. Other types of professional service, usually of an administrative nature, are considered under the category of service.

443 professional service, and awards/prizes or other significant recognitions.

444 **B. Teaching**

445
446 Eight items play a major role in the assessment of teaching for tenure track Biology faculty,
447 which are listed below.

- 448
449 (a) Mentorship of student research and independent study projects tied to course numbers
450 (b) Strong positive student perceptions and evidence of classroom teaching effectiveness
451 (c) Non-course related mentorship, including chairing or serving on exam, thesis, and
452 dissertation committees
453 (d) Development of new courses or substantial contributions in modifying existing courses
454 (e) Instructional grant funds, such as independent fellowships and/or stipends for students or
455 postdoctoral researchers that are not part of external research grants⁵
456 (f) Publications in instructional journals⁶
457 (g) Instructional creativity
458 (h) Honors or special recognitions for teaching
459

460 **Poor:** The faculty member is a substandard and ineffective teacher in need of significant
461 improvement. None of the eight items listed above are fulfilled.

462
463 **Fair:** The faculty member is a substandard teacher with limited positive effect on students.

464
465 **Good:** The faculty member's instructional performance is adequate. Two of the eight items
466 listed above are fulfilled, including (b).

467
468 **Very Good:** The faculty member's record demonstrates effectiveness in the classroom and in
469 mentoring students, and also demonstrates involvement in course modification/development.
470 Three of the eight items listed above are fulfilled, including (b) and (d).

471
472 **Excellent:** The faculty member's record demonstrates evidence of being an highly effective,
473 innovative, and engaged teacher. At least four of the eight items listed above are fulfilled,
474 including (a), (b), (c), and (d). Normally, the record should demonstrate significant and highly
475 effective involvement in the direction of individual student work (c) beyond that which is
476 expected at the junior faculty level.

477
478 **Outstanding:** In addition to the criteria stated above for a rating of *excellent*, the faculty member
479 is recognized as a national leader in instructional development, as evidenced by, for example,
480 effective training of students and postdocs for future careers in education. Five of the eight items
481 listed above are fulfilled, including (a), (b), (c), and (d).

⁵ Unless considered under the category of professional development in the case of Science Education faculty

⁶ Unless considered under the category of professional development in the case of Science Education faculty

483 **C. Service**

484

485 Service is considered an important element of faculty accomplishment. It is expected that
486 candidates will perform service requests competently and in a timely fashion and that the
487 Department will expect higher levels of service from tenured faculty compared to untenured
488 faculty.

489

490 **Poor:** The faculty member does not meet departmental obligations, provides consistently
491 substandard service and is in need of improvement.

492

493 **Fair:** The faculty member displays minimally acceptable citizenship by meeting minimum
494 departmental obligations, though not always in a timely manner.

495

496 **Good:** The faculty member provides helpful departmental service⁷ and meets departmental
497 obligations effectively.

498

499 **Very Good:** The faculty member is a helpful citizen who consistently and effectively fulfills
500 departmental service obligations. In addition, the faculty member serves effectively at the
501 college, university, university-system level⁸, or in a professional organization⁹.

502

503 **Excellent:** The faculty member has served effectively in a service role at the department,
504 college, university, or university-system level. In addition, the faculty serves effectively in the
505 scientific community or in a professional organization and may hold a leadership position.

506

507 **Outstanding:** The faculty member is an effective leader in a major department, college,
508 university, university-system role and also serves as a leader in one or more professional
509 organizations and/or the scientific community.

⁷ Departmental service includes effective service on departmental committees, undergraduate and graduate advising (including pre-med, first-year graduate student committees, individual and group advising, etc.) and student recruitment efforts.

⁸ Membership or serving as chair of college, university, or university-system committees are considered as service activities

⁹ Professional service includes the following: support of local, state, national, or international professional organizations via expert consultantships and memberships on advisory boards; membership on committees of professional organizations, offices held in professional organizations; scientific conference program organization, and convener of symposia/workshops; service to the city, state or national non-professional community based on expertise is also included.