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.
INTRODUCTION

The Department of Biology has formulated these promotion and tenure guidelines in conformity with the minimum general requirements set forth by the Board of Regents of the University System of Georgia and with the policies outlined in the current Georgia State University Promotion and Tenure Manual for Tenured and Tenure-Track Professors and the Promotion and Tenure Manual of the College of Arts and Sciences. Before a candidate for promotion and/or tenure in the Department of Biology can be nominated by the appropriate Departmental Advisory Committee for Promotion and Tenure for consideration by the Dean’s Advisory Committee on Promotion and Tenure, he/she must be judged to have met the standards and criteria given in the current Promotion and Tenure Manual of the College of Arts and Sciences and the supplemental criteria listed in this document. Any faculty member who might be considered for promotion and/or tenure should study carefully the criteria, requirements, and procedures which are outlined in both documents.

The goal of this document is to elaborate the criteria for promotion and tenure in the Department of Biology at Georgia State University. To that end, this document attempts to be entirely consistent with University and College policies on promotion and tenure. In the event of conflict, the University and College policies shall take precedence. In many instances, wording in this document mirrors that in the University and College policies and procedures to enhance a single point of view in the various documents.

OVERVIEW

The Department of Biology is a complex and multifaceted unit with a wide variety of responsibilities in research, teaching, and service. To meet these responsibilities requires the collegial and conscientious participation of all of the faculty members in many ways. This document attempts to outline the important aspects of collegial participation in the Department, with specific emphasis on the recognition of this participation by promotion and tenure.

As described in the University Policy on Promotion and Tenure: All candidates for promotion and/or tenure will be evaluated in the three areas of (1) Professional Development: academic achievement and professional development including research, other forms of scholarship, creative activity, and some types of professional service, (2) Teaching: teaching and mentoring students including teaching both inside and outside the classroom environment and professional practice, when appropriate, and (3) Service: Service including departmental, college, university, and some types of professional service as well as some types of public service involving professional expertise. In each of these three areas, candidates will be evaluated on whether or not they have met the expectation outlined below for promotion or tenure.

For science education faculty, specific criteria apply such that Professional Development may include laboratory research and/or science education research, but Teaching and Service categories may not include the same activities listed under Professional Development.

REVIEW FOR TENURE AND/OR PROMOTION

The timing of the review for tenure and/or promotion, as well as the details of the documentation will follow that outlined in the University and the College of Arts and Sciences policies. The review will assess the candidate's Professional Development, Teaching, and
Service. More detailed descriptions of the expectations for achievement in these three areas are in the sections that follow.

ASSessment of Professional Development, Teaching, and Service

Assessment of Professional Development (Scholarship)

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

Evaluation Factors for Rating Professional Development

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

(a) Publications and Patents
Publications are quality publications in major peer reviewed journals, invited chapters, and/or books appropriate to biology.

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

(b) Internal and Extramural grants
This category includes grants from extramural sources (including industrial sources) 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. Internal competitive grants received should also be listed.

For Science Education faculty, funding sources may include the U.S. Department of Education, NSF, NIH, Howard Hughes, or other organizations that support science education. Seed grants
for Science Education faculty may include the Georgia B.O.R, Georgia Department of Education, and others.

(c) Presentations at Conferences
Invited seminars and presentations are also an indication of scholarship. The prestige of the conference or workshop will be part of the consideration. Secondary indications include contributed presentations and presentations by students and other research associates of the candidate.

(d) Invitations to Give Talks on Research
This category includes invited speaker at major national and international conferences or at national or international professional meetings and workshops or invited seminar speaker at another university or other institution (e.g., government institution).

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

(e) Professional Service
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 consultant for professional organizations. Other types of professional service should be listed under the service category.

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

5. Invited seminars and conference presentations (abstracts) are also an indication of scholarship. Secondary indications are submitted presentations and presentations by students and other research associates of the candidate (oral and poster presentations).

6. Patents for materials, processes, and instruments are a significant indication of productivity. For Science Education faculty, copyrighted workbooks and materials designed for use by K-12 teachers and students, or university level students or instructors will be considered.

7. Memberships on editorial boards, activities as a peer reviewer for scholarly journals, activities as a reviewer for granting agencies, memberships on evaluation panels, and services as a consultant for professional organizations should be listed under Professional Development. Other service activities, such as convening sessions at scientific meetings, and election to offices or committee membership in professional organizations, should be listed under the Service category.

Assessment of Teaching (Teaching Effectiveness)

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

Evaluation Factors for Rating Teaching

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

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

(a) Mentorship of Student Research and Independent Study Projects

Mentored research and independent studies listed must have course numbers.

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

(c) Non-Course Related Training/Mentorship

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

(d) Development of New Courses

(e) Teaching Grant Funds,

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

This category also applies to Science Education faculty, unless the candidate includes this under
Professional Development.

(f) Publications in Teaching Journals

(g) Teaching Creativity

(h) Honors or Special Recognitions for Teaching

Assessment of Service

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

Evaluation Factors for Rating Service.

1. Membership/Chairmanships on College or University Committees are among the service activities reviewed in promotion considerations by the Department.

2. Departmental service includes effective service on departmental committees, undergraduate and graduate advising (including premed, 1st year graduate student committees, individual and group advising, etc.) and student recruitment efforts.

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

4. Science Education faculty activities that result in research findings and/or teaching publications will not count as service.

5. Other types of service that could be included are the following: oversight or training of departmental, college, or university staff; oversight of departmental, college, or university facilities and equipment; and substantial participation and planning of departmental, college, or university or professional events or meetings.

CRITERIA FOR PROMOTION TO AND/OR TENURE AT RANK

Associate Professor

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

For an evaluation of excellent in professional development, the candidate is expected to have developed an independent research program of national reputation that has resulted in publications in major peer-reviewed journals. At a minimum, the successful candidate is expected to have published several papers describing research conducted as an independent investigator. A candidate also is expected to have a record as a Principal Investigator (PI) on extramural grants. When major funding has not been secured, evidence of vigorous and
consistent efforts to secure such extramural funds from national agencies and/or foundations will be considered. Indication of effort to secure funding may include reviewers’ comments on submitted proposals. If a candidate elects to submit these for any proposal, the full set of comments and scores received from the agency must be made available to the committee. The types of evidence to be used in evaluation of professional development are listed above.

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

To be judged as excellent in teaching, a candidate should exhibit teaching innovation, competence, enthusiasm, effectiveness and sound standards in both the undergraduate and the graduate programs. Involvement in teaching at both the undergraduate and graduate levels is recommended for demonstration of excellence in teaching. Data to be reviewed by the Promotion and Tenure Committee include the following: syllabi, examinations, and student evaluations, as well as numbers and accomplishments (e.g., student publications, meeting presentations) of students directed in independent studies (Biol 4910, Biol 6999, Biol 8800, Biol 8999).

Information about graduate students who have successfully completed their degrees, as well as those who show successful progress toward a degree, by passing their qualifying exams and writing approved thesis or dissertation proposals, will also be reviewed. The quality of the students and publications will be given more weight than the number of students.

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

Professor

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

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

For an evaluation of excellent in teaching, a candidate should exhibit teaching innovation, competence, enthusiasm, effectiveness, and sound standards in both the undergraduate and the graduate programs. Involvement in teaching at both the undergraduate and graduate levels is recommended for demonstration of excellence in teaching. Data to be reviewed by the Promotion and Tenure Committee include the following: syllabi, examinations, and student evaluations, as well as numbers and accomplishments (e.g., student publications, meeting presentations) of students directed in independent studies (Biol 4910, Biol 6999, Biol 8800, Biol 8999).

Information about graduate students who have successfully completed their degrees, as well as those who show successful progress toward a degree, by passing their qualifying exams and writing approved thesis or dissertation proposals, will also be reviewed. The quality of the students and publications will be given more weight than the number of students.

To be judged as very good in service at this level, the candidate exhibits a strong record of service, including effective participation not only at the Department level, but also at the
College and/or University level and in the academic discipline. In doing so, the candidate demonstrates constructive citizenship, displays Departmental leadership, and is active in his or her field.

**DEPARTMENTAL ADVISORY COMMITTEE ON PROMOTION AND TENURE**

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

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

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

1. Grant proposal preparation; graduate student direction; faculty-faculty and faculty-staff interaction.
2. Review of manuscripts.
3. Assistance in prioritizing efforts.
4. Assistance in organizing and scheduling teaching of large classes.
APPENDIX I. RATINGS GUIDELINES FOR PRE-TENURE REVIEW

A. Professional Development

Poor: The faculty member maintains no research program, with no evidence of publications\(^1\), grants\(^2\), presentations\(^3\), or professional service\(^4\) during the review period.

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

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

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

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

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

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\(^1\) 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.
B. Teaching

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

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

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

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

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

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

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

Outstanding: In addition to the criteria stated above for a rating of excellent, the faculty member is recognized as a national leader in instructional development and/or is effective at training graduate students and postdocs for future careers in education. Five of the eight items 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
C. Service

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

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

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

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

Very Good: The faculty member effectively fulfills departmental obligations in a timely manner. In addition, the faculty member provides effective departmental service or, when requested, service at the college, university, university-system level, or in a professional organization.

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

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

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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.
A. Professional Development

Poor: The faculty member maintains no research program, with no evidence of publications, grants, invited presentations, or professional service during the review period.

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

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

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

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

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

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

**B. Teaching**

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

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

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

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

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

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

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

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

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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
C. Service

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

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

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

**Good:** The faculty member provides helpful departmental service and meets departmental obligations effectively.

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

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

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

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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.