

Department of Biology
Criteria for Promotion and Tenure
A Supplement to Article VIII of the Bylaws
Revised and Approved by FEC Spring 2012

The Department of Biology affirms Article VIII of the bylaws dealing with faculty evaluation. In supporting the emphasis placed on 1. teaching excellence, 2. active scholarship (broadly defined), and 3. college service, the following criteria shall be used by the Department of Biology to evaluate the merits of the application of all candidates for reappointment, tenure, and/or promotion. In all respects, it is the responsibility of the candidate to document their case for reappointment, tenure, and/or promotion.

The time table for faculty evaluation, which the Department of Biology has established in meeting the requirements of Article VIII of the bylaws is as follows:

Action	Mid-Course Evaluation	Tenure and Promotion	Promotion to Professor
The candidate will compile and distribute to the CEC, FEC, and Dean of A&S a digital/electronic copy of his/her Professional Assessment Statement, course syllabi, samples of course assignments, exams, student evaluations and other information the candidate deems relevant to the evaluation for their review.	December 15	July 1	July 1
Faculty of the Department of Biology will have reviewed the candidate's folder and written letters in response to the candidate's request for reappointment, tenure, and/or promotion. These letters of evaluation should be directed to the Chair for inclusion in the candidate's folder where they will be available to the candidate and the faculty of the department to review.	Final Day of Fall term	Friday, second week of class Fall term.	Friday, third week of class Fall term.
The Department of Biology will hold a meeting in which they initially meet to discuss the materials which have been assembled for consideration of the candidate's reappointment, tenure, and/or promotion without the candidate being present, and then they will invite the candidate to join them and discuss his/her materials.	Friday, second week of class Spring term.	Friday, third week of class Fall term.	Friday, fourth week of class Fall term.
The Chair will have written and circulated for review an evaluation letter on behalf of the department. Following revision and approval by the faculty of the department, it will be submitted to the candidate who has an opportunity to respond in writing.	Friday, third week of class Spring term.	Friday, fourth week of class Fall term.	Friday, fifth week of class Fall term.
Following any necessary discussion, a final version of the evaluation letter, with recommendations for or against reappointment or tenure (October 1) or, for or against promotion to full professor (November 1), or for the mid-course review (Feb. 15) will be sent to the Faculty Evaluation Committee, with a copy being forwarded to the Dean of A&S. The Candidate's folder will also be forwarded to the Dean of the Faculty at the appropriate time.	February 15	October 1	November 1

1. Teaching

The candidate for tenure and/or promotion must demonstrate a record of excellent teaching at Rollins College and a commitment to evolve as a teacher in ways with which the candidate is comfortable and which benefit the programmatic needs of the department and the intellectual growth of the students. At the outset, the Department of Biology wishes to emphasize the belief that being an **excellent teacher** is more than generating **positive evaluations** from students and is better defined as performing **excellent teaching**, in which students are challenged to develop skills as well as learn a body of knowledge and in which the instructor demonstrates a high competence in his/her field and an ability to communicate this knowledge to students.

Excellent teaching may be evaluated by the following. It is recognized that a candidate may not reasonably be expected to address all of these items, but should attempt to do so or justify to the satisfaction of the Department why they have not. In the following, we have focused on formal modes of evaluation and have purposefully avoided informal, anecdotal information as being difficult to assess and potentially biased.

1. Through the review of the candidate's Self-Assessment Statement and subsequent discussion, the candidate should articulate an educational philosophy and goals consistent with the needs of Department and The College, indicating methods utilized to implement this philosophy and attain those goals, and results of these efforts;
2. Demonstrate a commitment to develop new courses or provide evidence that the content of old course changes through time to reflect recent scholarship;
3. Syllabi or other evidence should be submitted demonstrating that:
 - a) readings provide in-depth exposure to the subject and to research in the discipline;
 - b) courses are well-organized around specific educational objectives;
4. Demonstrate that:
 - a) examinations test comprehension, are intellectually challenging, and test students' understanding of concepts as well as factual knowledge;
 - b) lab reports, papers, and/or other assignments necessitate the organization, synthesis and presentation of discipline based material;
5. Demonstrate a pattern of positive student evaluations. (The department is sensitive to certain constraints in reviewing evaluations. For instance, in courses such as the General Biology sequence, content is mandated by the department, yet individual faculty may be criticized for the broad coverage when the faculty is simply fulfilling departmental expectations.)
6. Demonstrate a commitment to new educational programs of The College which involve experiments in learning: e.g., RCC, COL, interdisciplinary courses, team-taught courses, or honors program; and/or the general education which lies at the core of the Rollins' liberal arts curriculum: e.g., R, T, V as well as O, and O/N courses.
7. The Department may request and the candidate may submit other evidence of excellent teaching. This will include classroom visitation, which should be performed on a regular basis, and in a timely manner, prior to evaluation. Co-teaching courses with common syllabi and common assessment measures (e.g. the General Biology sequence), and team teaching (e.g. the biology Field Experiences: Bio 388) provide opportunities for senior faculty members to evaluate teaching practices of tenure and promotion candidates.

When evaluating candidates for promotion to Professor, the Department will require evidence of continued development in teaching beyond initial tenure and promotion to Associate Professor.

2. Research and Scholarship

We consider Research and Scholarship, broadly defined, to be essential to one's professional advancement and, as an evaluation criterion, to be critical in maintaining currency and enthusiasm in one's discipline and contributing to teaching effectiveness. The criterion implies intellectual growth and assumes that anyone who is enthusiastic about a scientific discipline will want to be active in their discipline at a professional level through the pursuit of research and scholarship. In turn, research may contribute to a faculty member's enthusiasm and currency. As such, we stress, as do the bylaws, the necessity for a candidate for tenure or promotion to have been active in establishing and demonstrating a pattern of professional activity and development.

We believe that the professional activity which a member of the Biology faculty pursues is especially important in so far as it is able to integrate students into experimental (laboratory and field-based) and theoretical approaches to the biological sciences not normally available in the classroom. One's professional activity may have a positive impact on students in less direct ways as well, through the enrichment of the classroom experience or the visibility to our students that we are intellectually engaged with activities outside conventional classroom activities.

Research is done with goals in mind and should not be performed in isolation. Conclusions derived from one's scholarship are not shared unless they are published in a journal or presented to an audience of the appropriate scientific, professional, or pedagogical community. While publication and presentation may be imperfect indicators of active participation and currency, this criterion of establishing a pattern of professional development can be met *by published works in peer-reviewed journals or books, by peer-reviewed publication of research in proceedings from national meetings, or through oral papers or poster session presentations or panel participation at professional meetings.* The work must be done either in a biological discipline or pedagogical paradigm.

A pattern of professional development commensurate with promotion to associate professor and tenure must have led to the publication of a minimum of one paper in a peer-reviewed journal or book, or one peer-reviewed publication of research in proceedings from a national professional meeting, as well as maintaining currency in one's field by presenting research, or participating in professional development workshops, at a minimum of two regional, national, or international conferences. This published work must be based on professional activity performed since beginning service at Rollins. In establishing a pattern of professional development, the candidate may request that pertinent letters from professional colleagues at other institutions be included for review. For promotion to full professor, a higher standard of publication must be demonstrated. By this, we mean that there be a record of continuing scholarship following tenure which *includes ongoing scholarship reflected by two scholarly products within any of the following categories: (at least one of the two products must be a publication in a refereed journal or publication of a refereed book chapter or scholarly text)*

a) publication in a refereed journal

b) publication of a refereed book chapter or scholarly text

c) being the principal (or co-principal) investigator on an externally funded grant of significant merit (the grant must be equal, or greater, in value to \$15,000 and judged significant with CEC approval)

as well as maintaining currency in one's field by presenting research, or participating in professional development workshops, at a minimum of four regional, national, or international conferences.

3. College Service:

We believe that this criterion should be very flexible. We recognize the importance of participation in various aspects of The College, and the community, and that the interests of the Department must be represented. Two primary means of satisfying service related to the College are through committee service and advising.

On the assumption that committees exist to solve problems and improve existing conditions, participation on committees should be recognized as contributing to The College. Recognizing that service on major governance committees is subject to nomination and election, it is important to exhibit a pattern whereby one volunteers for service in the governance structure of The College. However, this type of service can also be demonstrated through participation in the Department, the Division, and at-large within The College. Participation in faculty discussions and colloquia are opportunities to serve The College as well. In pursuit of promotion to full-professor, it is expected that leadership roles in governance be assumed.

A critical aspect of one's service is advising students. At present, participation in the Rollins Conference Program (RCP) is a prerequisite for advising first year students. As such, the failure to advise freshman should not be viewed adversely since a candidate may be constrained from participating in the RCP due to departmental scheduling. However, there are ample opportunities to acquire advisees once students select Biology as their major. Indeed, opportunities to advise upper-class students should be pursued so that there is an equity among the faculty in advising majors and minors. Opportunities present themselves to perform informal advising as well. While the formal process may be assessed in terms of both numbers of advisees and their satisfaction, it is much more difficult to assess the impact of informal advising. To this end, it may be necessary to solicit written responses from advisees pertaining to the advisor's helpfulness.

Service outside of the College is recognized in a number of ways. A non-exclusive list of such activities consists of such things as extracurricular efforts in recruitment and public relations, e.g. preview weekends for Admissions, acting as referee on professional papers or editing a publication, acting as an officer in a regional or national professional society, etc. In addition, scholarly lectures to the public contribute to community relations and thus may also be considered.