

Keene State College Biology Department

Standards for Promotion and Tenure

Philosophy

The Biology Department strives to create an environment for all faculty at all levels of their career where professional development is fostered through collaboration and mentoring and in which this will become evident by the achievement of tenure and promotion at appropriate points in each faculty member's career. It is the expectation of the Biology Department that all faculty should continually work to increase their teaching effectiveness and scholarship, and to serve the college and community in meaningful ways for the duration of their careers.

Department Promotion and Evaluation Committee (DPEC) Process

The Biology Department strives to promote excellence in all aspects of its program including the professionalism and achievements of its faculty. In addition to following all procedures and expectations set forth in the KSCEA Collective Bargaining Agreement and the associated Faculty Handbook, the Biology Department ensures that all faculty at the ranks of Assistant and Associate are actively mentored in practices that contribute to their professional development and to obtaining tenure and promotion(s). Furthermore, the Biology Department strives to promote a culture of respect, effective communication, collaboration and the celebration of excellence amongst all faculty regardless of rank.

The Biology Department respects the differing talents of its faculty and thus does not apply a checklist of expectations for achieving tenure or promotion. Rather, it is expected that faculty members will develop their teaching effectiveness, scholarship, and service contributions in a manner that suits their individual strengths, according to the general philosophy and examples of evidence detailed below.

Biology Standards: Teaching Effectiveness

The Biology Department expects all faculty to develop effective teaching practices. We acknowledge that teaching methods and philosophies will vary among faculty; however, we expect faculty to encourage the intellectual engagement and development of all students. In the Biology Department, we pride ourselves on finding unique and innovative ways to improve student learning and support the effective integration of appropriate high-impact practices, such as laboratory and field experiences, into our classes.

We do expect faculty to continually seek to develop novel ways to improve student learning in their courses throughout their careers. For tenure and promotion to Associate Professor, we expect faculty to have a command of the subject matter taught in his/her classes, to develop rigorous courses that engage and appropriately challenge students, and to show continued development as a professor. For promotion to Full Professor, we expect that, in furthering his/her expertise, the faculty member has developed diverse teaching pedagogies and can demonstrate that he/she continues to have a positive impact on our students.

Evidence of Effective Teaching Required By the Biology Department

- A description of the faculty member's teaching philosophy.
- Carefully and thoughtfully constructed course syllabi that adhere to the college's standards as outlined in the Faculty Handbook.
- Classroom observation reports from colleagues that indicate effective practices in the classroom.
- Samples of materials used in courses (e.g., handouts, descriptions of classroom activities or demonstrations, assignments, exams, etc.) that show successful teaching practices.
- Samples of evaluated student work (e.g., completed assignments, completed exams, student papers, etc.) that illustrate student learning.
- Student course evaluations to which the faculty member has responded in a thoughtful manner.
- A written reflective piece that addresses the faculty member's teaching performance in each class and outlines plans for maintaining and/or improving the quality of his or her teaching effectiveness.
- A description of the faculty member's approach to student advising and evidence of effective advising practices (e.g., letters of appreciation from students, a description of advisee successes, etc.).

Other Evidence of Effective Teaching Valued by the Biology Department

- Examples of sustained efforts to improve teaching effectiveness such as attending workshops, observing classes taught by other faculty members, engaging in assessment of student learning outcomes, participation in special courses beyond the biology program (e.g., courses in the Integrative Studies Program or Honors Program, etc.).
- Development of new pedagogies (e.g., blended learning approaches, innovative laboratory and other high impact classroom activities, etc.).
- Development of international and national courses and field experiences.

Biology Standards: Scholarship

The Biology Department considers scholarship to primarily consist of the development of an undergraduate-focused research program. We favor the integration of research and teaching and see the mentoring of students in the conduct of research as a necessary component of scholarship and a responsibility for all faculty. Although we expect that all of our faculty members will maintain a scholarly program contributing to their professional development within their area of expertise, we also acknowledge and value the scholarship of teaching and interdisciplinary scholarship that consists of

either contributing to an interdisciplinary scholarly endeavor in the role of biologist, or participating in scholarship in areas outside of the biological sciences or indeed, science itself.

It is expected that there is continued scholarly growth at each stage of a faculty member's career. For tenure and promotion to Associate Professor, we expect faculty members to develop a sustainable research program that actively engages undergraduates. For promotion to Full Professor, we expect the research program to have matured and for the faculty member to have maintained an active, productive research program that incorporates undergraduates.

Evidence of Scholarship Recognized By the Biology Department

- Publication of a peer reviewed journal article, book chapter or book.
- Publication of data in a peer reviewed data repository such as the "Tree of Life" project.
- Grant writing subject to peer review by professionals in the relevant discipline.
- Receiving a grant.
- Serving as an editor or reviewer for a professional journal or book/book chapter.
- Presentations at regional, national or international meetings.
- Successful completion of educational workshops or other opportunities for expanding one's professional skill set including travel for the purpose of learning new methods of value to the research and scholarship effort in the Department.
- Achieving accreditation in a professional capacity.
- Providing consulting services in a professional capacity.
- Holding office in or otherwise contributing to a professional, volunteer or government organization relevant to the area of one's expertise.
- Serving as a member of a thesis advisory committee for, or otherwise providing significant mentorship of, a graduate student at another institution conducting research in the faculty member's area of expertise.
- Serving on a study section or internal grant review.
- Awards.
- Developing courses requiring mastery of a new subject area.
- Mentoring student research projects.

Biology Standards: Service

The Biology Department values service to both Keene State College and to the larger community. This encompasses a wide range of activities, including but not limited to formal committee work, that enhance the educational mission of the College. We encourage all faculty members in our department to pursue those service activities that put their unique experience, talents, and interests to best use. Because those characteristics frequently differ from one individual to the next, the forms of service recognized by the department will vary. General examples of recognized service activities are provided as a guide below. Efforts to foster a sense of community within the department, within the institution, and within the profession are particularly valued. Thus, faculty engagement in service activities should not only advance the interests of the department and its students, but also strengthen connections to other groups on campus and beyond.

We typically expect faculty members to demonstrate increased engagement in service during the course of their tenure at the College. For the first year of a tenure-track appointment, service will entail primarily efforts to learn about the College and its academic operations. This may include attendance of new-faculty orientation sessions that promote relevant professional development. More extensive engagement in service to the department and to the campus should begin in the second year of a tenure-track appointment. For tenure and promotion to Associate Professor, the faculty member should illustrate that he/she is engaged in service to the department and campus. The department also values professional and community service. For promotion to Full Professor, we expect faculty members to increase their involvement in service activities. We emphasize that increased involvement in service does not equate to serving on an ever-increasing number of committees. Rather, faculty should make greater impacts on committee work and begin to assume leadership roles, both within the department and the broader community, as their level of experience increases. Specific examples of leadership roles in departmental, campus, and professional service are provided as a guide below.

Examples of Departmental Service

- Participating in committees (e.g., search committees, Departmental Peer Evaluation Committees, assessment committees, program review committees, etc.).
- Preparing departmental reports.
- Attendance at departmental meetings.
- Representing the department at campus events (e.g., Open House).
- Advising student groups/organizations (e.g., Biology Club, Pre-Health Advisory Group).
- Overseeing shared equipment purchases and/or maintenance.
- Designing or revising the departmental curriculum.
- Supervising students attending scientific meetings (e.g., AEC, NURDS, etc.).

Examples of Campus Service

- Serving on College committees or the College Senate.
- Inviting and/or hosting guest speakers.
- Administering funded grants.
- Representing the College at off-campus events.
- Organizing a College symposium.

Examples of Community Service

- Science outreach activities in community schools, museums, or other educational institutions.
- Serving on or advising local science-related committees (e.g., the Pesticide Control Board).

Examples of Professional Service

- Serving on a grant review panel.
- Organizing a professional conference.
- Reviewing journal articles.
- Serving a professional society.

Examples of Service Leadership Roles

- Serving as Department Chair.
- Serving as a chair on a campus committee.
- Serving on FEAC.
- Serving as an officer in a professional society.
- Writing documents on behalf of a group.