

Approved by PSC
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**BIOLOGY DEPARTMENT
CRITERIA, STANDARDS, AND PROCEDURES
FOR FACULTY EVALUATION**

FACULTY EVALUATION

We recognize the need for diversity in our faculty and the existence of individual strengths that each member of the department brings to our collective effort. Our evaluation system is intended to develop the strengths, applaud individual professional efforts in teaching and scholarly development, and to provide constructive criticism for colleagues so that the interests of students, the department, the university and the individual faculty member are best served.

The evaluation process serves as the formal vehicle to assess each faculty member's performance. For this process, we have established our departmental criteria, aligned with institutional criteria, and we state clearly the standards and procedures for evaluation in the Biology Department.

EVALUATION PROCEDURES

Evaluation of faculty members provides the department with an opportunity to assess individual performance and course content and organization. We value the range of opinions and different perspectives that faculty members in the various sub-disciplines of biology bring to the evaluation process. We seek a full and open discussion of issues that have a bearing on the evaluation of the individual. For those reasons, we encourage all members of the department to participate in the departmental process. Full-time tenure-line and on-going instructor department members are required to write letters of evaluation and to make recommendations on tenure and promotion decisions. Department members may request exemptions from this requirement due to sabbatical, conflict of interest, or other legitimate extenuating circumstances; these requests must be made in writing to the department chair or head officer. Only those faculty members who write letters shall attend the discussion of the evaluatee.

A. Who Will Be Evaluated

In addition to faculty members who must be evaluated at times specified in the Faculty Code, the teaching of the following faculty members will be evaluated on a regular basis.

1. Visiting faculty members with one- or two-year appointments will be evaluated at the end of the first semester of teaching, at the end of the first year of the appointment, and, if applicable, at the end of the second year of the appointment.
2. Visiting or adjunct faculty members who teach the lecture component of a course on a regular basis will be evaluated in the third semester of teaching (except in cases where there is no prospect for future appointment) and every three semesters thereafter.

These evaluations may be conducted solely by the chair or, at the discretion of the chair or at the request of the evaluatee, the evaluations may be conducted by a committee. This committee will consist of the chair and at least two other faculty members chosen by the chair; at least one member of the evaluation committee should teach in the same area as the evaluatee. Members of the biology faculty not formally placed on the evaluation committee may choose to participate in the evaluation. If the evaluatee is involved in interdisciplinary teaching, one member of the committee may come from outside the department.

B. Responsibilities of the Department Chair

In accordance with the Faculty Code, the department chair will:

1. Identify for members of the department and/or evaluation committee those faculty members who are to be evaluated one year (or two years, in the case of tenure files) prior to the

evaluation, describe the evaluatee's file status (open/closed), and identify if an eligible evaluatee has elected a "streamlined review."

2. Establish, and make known to all involved, a schedule for the evaluation process.
3. Confirm there will be a sufficient number and distribution of colleague visits of the evaluatee's courses, including laboratories.

In addition, the chair or designee will:

1. Add departmental paper copies and/or electronic copies of student evaluations of courses taught during the previous two semesters (four semesters in tenure cases) to the file and make all materials available to all faculty members of the department and/or members of the evaluation committee for their examination.
2. Collect and review letters from colleagues in the department, from the evaluation committee members (if applicable), and any outside letters submitted to the chair or designee. In the case of a closed file, develop a thorough, representative, and informative summary letter of the findings of the evaluation.
3. Schedule a discussion of the evaluatee by faculty members who wrote letters of evaluation. Only departmental colleagues who submitted letters to the chair or designee may participate in this discussion. In the case of a closed file, provide colleagues with the draft of the summary letter prior to the discussion. After the discussion, the chair or designee will revise the departmental summary letter to reflect suggestions made during the discussion. The chair or designee will prepare a summary of the departmental discussion and provide colleagues with a copy of that summary for revision. When all revisions have been made and accepted, colleagues participating in the discussion will sign the summary letter and/or report of the departmental discussion. Although individuals may not agree with all points made in the departmental summary letter or summary of the departmental discussion, they will be asked to sign as acknowledgment of their participation in the process. After the summary letter and/or summary of the departmental discussion have been signed, the chair or designee will give a copy of each to the evaluatee.
4. Send the departmental summary letter of the evaluation (if applicable), summary of the departmental discussion, individual letters, and the evaluatee's complete file to the Faculty Advancement Committee.
5. Discuss with the evaluatee the observations and recommendations of the department, after the evaluatee has reviewed the departmental summary letter(s) of evaluation.

C. Responsibilities of the Evaluatee

The evaluatee is responsible for preparing a file in accordance with the schedule established and containing the following materials:

1. A personal statement discussing his/her short-term and long-term professional objectives for teaching and professional growth and perceived past and future roles in the department. The statement should not exceed the page length guidelines provided in the *Faculty Evaluation Procedures and Criteria* document.
2. A current curriculum vitae.

3. Syllabi, examinations, representative assignments, and laboratory materials for courses taught during the evaluation period.
4. Evidence of sustained professional and scholarly activity.
5. Other material the evaluatee considers significant and useful in the evaluation process.

D. Responsibilities of Departmental Colleagues

Colleagues should develop a substantial basis upon which to assess the performance of the evaluatee through:

1. Thorough review of the file prepared by the evaluatee.
2. Direct observations of classroom and/or laboratory teaching, documenting time and date of the observations. Whenever possible, the evaluation should include a comparison between one's direct observations of classroom and/or laboratory performance with student evaluations included in the evaluation file. In preparation for evaluations in which a tenure recommendation is to be made, observations by departmental colleagues in all courses that the evaluatee teaches are encouraged during the four-semester period preceding the tenure evaluation.
3. Formal interviews between the evaluator and the evaluatee that may be arranged at the request of either party if both agree.

Full-time tenure-line and on-going instructor departmental colleagues shall prepare individual letters of evaluation and submit them to the chair or designee prior to the deadline established by the chair or designee. The content of the letter shall address a review of the materials contained in the evaluation file, an assessment of observed classroom teaching, including dates of classroom and/or laboratory observations, discussions with the evaluatee, and pertinent details concerning quality of teaching, professional growth, department/university service and advising and community service. In cases regarding tenure or promotion, contributions that promise to make a faculty member effective for the balance of his/her career should be addressed, culminating in a formal recommendation. All letters must be signed and dated prior to submission to the chair or designee.

If a departmental colleague wishes to make changes to his/her letter after the departmental discussion, he/she may add an addendum to the original individual letter and submit the addendum to the chair or designee within the timeframe established by the chair or designee.

EVALUATION CRITERIA

According to the Faculty Code and instructions from the Professional Standards Committee, the Biology Department must evaluate each faculty member as an effective member of the university and, in the case of tenure evaluations, consider the needs of the department in the evaluatee's area of professional competence. Criteria for promotion (P) and tenure (T) are as follows:

1. teaching (P, T)
2. professional growth (P, T)
3. department/university service (P, T)
4. academic advising (P)
5. community service (P)

Quality teaching and sustained professional growth are of primary importance in the evaluation of a faculty member. Department or university governance, while required, must not be substituted for the minimum expectations in quality teaching and professional growth.

Instructors are employed primarily as teachers and, according to the Faculty Code, are evaluated on the following factors:

1. teaching
2. professional development
3. advising students
4. participation in departmental service

A. TEACHING

The following criteria shall be considered when evaluating a colleague's teaching. Order does not imply relative importance.

1. Professional preparation and competency to teach the subject matter.
2. Course content and structure including: rigor appropriate to student preparation; syllabus is clear with respect to course objectives, requirements, and grading practices; laboratory is consistent with course objectives; development of logical and analytical thinking, independent learning, and skills of good writing and oral communication.
3. Course presentation, including clarity of organization and communication of lectures and laboratory activities; availability to students outside of scheduled class hours; examinations consistent with subject coverage.

Colleagues of the evaluatee should make direct observations of classroom and laboratory teaching, documenting time and date of the observations. Whenever possible, each evaluation should include a comparison of one's direct observation of classroom performance with student evaluations included in the evaluation file.

Tenure-line faculty members are expected to involve students in their research or to mentor students doing research in an area related to their field of expertise. Evaluatees are expected to address this component of their teaching in their statement.

B. PROFESSIONAL GROWTH

There are many ways in which individuals can grow professionally and contribute to their disciplines. The following will be considered in evaluating a department member's sustained professional growth. Other activities that contribute to professional growth may also be considered.

1. Establish a research program. Tenure-line faculty members are required to establish an active research program and are expected to involve students in their research program, including in publication and presentation activities in their disciplines.
2. Professional growth is best demonstrated by conducting research and publication of research in peer-reviewed journals or the publication of research in books, which brings recognition and distinction to the individual, the department and the university. Tenure-line faculty members are required to publish in peer-reviewed journals and/or in books before tenure and between tenure and promotion to full professor.

3. Participation in professional societies and attendance at meetings enhance one's understanding of the living world and one's ability to teach or carry out research. Tenure-line faculty members are expected to present their research results to professional colleagues.
4. Participation in coursework or activities that increase one's capacity to perform professional duties as a biologist and teacher.
5. Submission of grant proposals to national or regional granting agencies. While success in getting an award approved is not an expectation, the department recognizes that the preparation of a grant proposal is a professional activity that requires the faculty member to take critical stock of their research program and provides valuable feed-back from its peer review.

Instructors should remain current in the relevant parts of the discipline that bear upon their teaching duties. In all areas, instructors will be evaluated consistent with the Faculty Code Interpretation of Chapter III, Section 3, Evaluation of Instructors (Professional Standards Committee Report to Faculty Senate 5 May 1986).

C. ACADEMIC AND CAREER ADVISING

Each member of the department must contribute to university efforts to provide good academic and career advising by participating in departmental efforts to advise continuing students, first-year students, and transfer students. A faculty member will assume advising responsibilities for a new group of students as needed, and will provide advice to students on a regular and continuing basis. Advising includes appropriate interaction with students on an individual or small group basis.

D. DEPARTMENT/UNIVERSITY SERVICE

The department expects its faculty members to be active and contributing participants in its efforts to provide an outstanding program. Regular participation in department meetings, reliable and responsible contribution to ad-hoc committees, both in and out of the department, and representation of the department in university functions are among the ways in which a colleague can contribute. The departmental duties and responsibilities of instructors will be determined by the department chair and the needs of the department.

An individual may choose to participate on various university committees. While membership on university committees is one of the most obvious ways to contribute to the community, we recognize that an individual may choose to serve the institution in a variety of ways. We encourage faculty members to choose activities that will make the best use of their individual talents. The department encourages its members to become active in professional organizations as consultants, volunteer their time as reviewers for journals and grant proposals, or participate in other ways that reflect well upon the department and the university, and enhance the individual's enthusiasm for the discipline.

E. COMMUNITY SERVICE

Participation in community service related to the faculty member's professional interests and expertise is encouraged but not explicitly expected. Activities that reflect well on the university or enhance one's teaching and scholarly abilities should be recognized.