

FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: Biological Sciences

Department Head: Michael Grove
Print

Signature [Handwritten Signature]

Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 12/12/2018

Signature [Handwritten Signature]
Dean/Supervisor:

Date 12/14/2018

Approved (Y) P/N

Add'l Admin: [Handwritten Signature]
Provost/designee:

Date 3/17/19

(Y) P/N

President/designee:

Y/P/N

Table with 3 columns: Y = Approved, P = Approved pending modifications, N = Not approved

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE: Table with 2 columns: Description, DATE. Includes Departmental approval, Dean feedback, and Final administrative approval.

BIOLOGICAL SCIENCES (2018-2019)
DEPARTMENTAL CRITERIA FOR LECTURER RECONTRACTING

Criteria for re-contracting are based on the following areas, as defined in the AFT contract:

- Teaching
- Service to the University and Professional Communities
- Professional Development

This document interprets these criteria in terms of the mission of the Department of Biological Sciences. It outlines the kinds and range of activities that are expected of lecturers and identifies the appropriate evidence for documenting these activities and their consequences.

DEPARTMENT OF BIOLOGICAL SCIENCES MISSION STATEMENT

The mission of the Biological Sciences Department is to provide quality education and experiences in biology to majors and non-majors at the undergraduate level. It is our aim to provide our students with a variety of challenging courses containing hands-on experiences in the various sub-disciplines of biology, thereby providing them with the opportunity to become well-rounded, and to best prepare them for their personal career and growth goals. The department is committed to excellence in instruction and scholarship, and to promoting rigorous inquiry, integrative reasoning and decision-making. We desire, through example and training, to instill in students the commitment to become active members of their community as scientists, teachers, health care professionals, environmentalists and scientifically literate citizens. The mission of the Department is consistent with the objectives of the University.

SELECTION AND COMPOSITION OF THE RECONTRACTING COMMITTEE

The selection and composition of the Department Re-contracting Committee will be done in accordance with the Memorandum (Section 2.43).

ROLE OF DEPARTMENTAL CHAIR

The department Chairperson can serve on the re-contracting committee and can serve as committee Chair if elected by the committee.

ROLE OF DEPARTMENTAL HEAD

The department head can serve on the re-contracting committee but may not serve as committee chair.

WEIGHTING OF EVALUATION CRITERIA

The Department recognizes that lecturers are to be evaluated on the basis of:

- 1) teaching effectiveness,
- 2) service to the Department, University and broader professional communities,
- 3) professional development with regards to teaching and service effectiveness

Teaching effectiveness is the most important of the three criteria and shall be weighted most heavily during consideration for re-contracting. Service to the department and university will be given greater weight than professional development in the evaluative process.

DEPARTMENT OF BIOLOGICAL SCIENCES CRITERIA FOR EVALUATION OF TEACHING EFFECTIVENESS

Standards for effective teaching. The department expects faculty to demonstrate the following teaching competencies:

Mastery of content. This category includes:

- Appropriate background for courses taught
- Knowledge of subject
- Up to date in fields relevant to courses

Appropriate structure and organization. This category includes:

- Use of class time
- Use of class space, materials, and equipment for instruction
- Appropriate syllabi
- Development and maintenance of course schedules
- Use of appropriate devices and standards for evaluation of student learning

Effective communication. This category includes:

- Clarity of instruction
- Responsiveness to student questions and other input
- Timely information on changes in syllabus and schedule
- Feedback to students on their progress

Appropriate teaching methods. This category includes:

- Student-centered teaching
- Inquiry-based teaching
- Engagement of students in learning
- Incorporation of scientific methodology into the course
- Promotion of interaction among students and students learning from each other
- Using learned concepts to solve new problems

Promotion of a positive learning environment. This category includes:

- Enthusiasm for subject
- Fairness and impartiality
- Student comfort in asking questions, engaging in discussion, or approaching instructor
- Promotion of student participation
- Promotes appropriate classroom behavior

Teaching Expectations For Reappointment

The evidence for the faculty member's competency in the various categories given above will include the following:

- Candidate self-assessment
- Peer observations
- Student evaluations
- Other testimonials related to instruction

The candidate will be expected to show competency in each of the categories of standards, or to provide appropriate reflection on teaching effectiveness, and a thoughtful plan for rectifying any deficiencies.

DEPARTMENT OF BIOLOGICAL SCIENCES CRITERIA FOR EVALUATION OF CONTRIBUTIONS TO THE DEPARTMENT AND UNIVERSITY

The following categories of service to the department and institution are recognized here:

Basic departmental service: This category includes those functions in which all or most of the department faculty would normally participate, including participating in department meetings and serving on departmental committees that do not have membership restrictions. This level of service could also include serving as the course coordinator for one of the introductory courses in the department, coordinating peer advising, advising student clubs, or coordinating departmental outreach activities.

Advanced departmental service: This category includes service to the department that is generally more involved than basic service and may include serving as a departmental representative for any committee with a significant workload, such as the CSM/SHP Math and Science Curriculum Committee, serving as departmental representative to the University Senate, or serving on a departmental hiring committee.

Basic university service: This category includes participation in college or university committees that are generally open to all faculty members. Typical examples of this level of service include serving on (but not chairing) college or university committees that are not restricted in their membership (e.g., Senate T&R Committee would not be in this category). This could also include service on ad-hoc task forces convened to address specific University initiatives.

Basic service to the profession: This category includes maintaining membership in scientific societies and other academic organizations appropriate to the lecturer's field.

Service Expectations for Reappointment

The primary role of Lecturers in the Department of Biological Sciences is effective instruction and mentoring of students in the classroom and other educational settings. Thus, most service contributions of Lecturers should be clearly linked to instruction and mentoring of students (broadly defined). During the initial two-year contract, Lecturers are expected to participate in basic departmental service, with the first year focus being on learning about the department and

institution and the second year seeing the faculty member engage in some basic departmental service. In subsequent contracts, it is expected that lecturers will engage in advanced departmental service, basic university service, and basic service to the profession. Given the primary instructional role of Lecturers, these individuals will not be required to take on exceptional service roles that would normally warrant release time, although the acceptance such roles may be negotiated between the Lecturer and the department. While it is expected that the level (basic/advanced, department/college/ university) of service will increase, the amount of service expected of Lecturers shall remain consistent with a full-time teaching load.

DEPARTMENT OF BIOLOGICAL SCIENCES CRITERIA FOR EVALUATION OF PROFESSIONAL DEVELOPMENT

Professional development has the goal of increasing the ability of faculty to successfully understand and translate into the classroom advances in (1) content knowledge, (2) curriculum development, (3) educational theories of instruction, and/or (4) educational media or technology. Development activities could include (but are not limited to) participation in on-campus seminars or workshops offered by the department, college, or Faculty Center; attendance at off-campus conferences, conventions, or workshops; or participation in on-line webinars.

Professional Development Expectations for Reappointment

The re-contracting application for Lecturers should include a narrative statement describing how the professional development activities engaged in have informed the candidate's teaching.