

FORM 8

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

Department/Office: Biological Sciences

Department Chair: Michael Grove
Print

Michael Grove
Signature

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

Date Sent to Dean/Supervisor: 1/8/20

Signature *Kim M... [unclear]*

Date 1/14/2020

Approved
Y/P/N

Dean/Supervisor:

Add'l Admin *[Signature]*

1/29/20

Y/P/N

Provost/designee:

Y/P/N

President/designee:

Y/P/N

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:

Departmental approval, sent to Dean/Supervisor:

DATE

September 25 (earlier if possible)

Dean provides feedback regarding criteria

October 9

Final administrative approval and forwarding to Senate, Department, and Dean

November 1

BIOLOGICAL SCIENCES (2019-2020)
DEPARTMENTAL CRITERIA FOR LECTURER RECONTRACTING

Criteria for re-contracting are based on the following areas, as defined in Appendix A of the September 2019 Recontracting and Tenure Memorandum of Agreement:

- Teaching Effectiveness
- Professional Development
- Contribution to the University and to the Wider and Professional Communities

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.

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 Recontracting 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 that enhances teaching, service, or expertise.

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, university, and broader and professional communities (if applicable) 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 the syllabus or 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 Effectiveness 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 regarding the effectiveness of instruction may be included in the folder as appropriate but are not required.

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 SERVICE TO THE DEPARTMENT, UNIVERSITY AND BROADER PROFESSIONAL COMMUNITY

The primary roles of Lecturers in the Department of Biological Sciences are effective, student-centered instruction and mentoring of students inside and outside the classroom. The majority of lecturers' service contributions should be activities that support these goals. All lecturers have a basic expectation of participation in department meetings and service on departmental committees when these opportunities are available. Lecturers choose additional service activities that are appropriate for their experience and preparation according to their interests and the needs of the department. The extent to which Lecturers are involved in service should be consistent with a full-time teaching load.

Suggested service activities include (but are not limited to):

- Coordinating a multi-section introductory-level course to ensure consistency in course coverage, rigor, grades, and assessment.
- Coordinating peer advising or tutoring programs for the department
- Mentoring or career-related advising of students outside of assigned classes (e.g., advising a student club, hosting a career development workshop)

Other appropriate service activities include (but are not limited to):

- Coordinating faculty workshops (e.g., biological sciences new-faculty orientation, biological sciences teaching workshops)
- Participation in outreach activities (e.g., Homecoming, university open houses, the Philadelphia Science Festival)
- Participation as a departmental representative on any department, college or university-level committee (e.g., CSM/SHP Math and Science Curriculum Committee, University Senate, hiring committee)
- Participating in ad-hoc task forces convened to address specific departmental, college, or university initiatives
- Curriculum development activities including creating new courses, guiding proposals through the approval process, and redesigning existing curricula

Service to the Department, University and Broader Professional Communities Expectations for Reappointment

The specific service expectations of an individual Lecturer will be defined in writing annually in consultation with the department and college. During the initial two-year contract, the first year should focus on learning about the department and institution, with a modest level of service expected, and with the second year seeing engagement in some more significant levels of service. 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 of such roles may be negotiated between the Lecturer and the department/college/university. While it is expected that service activities will increase from the initial contract to the subsequent contract, 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 THAT ENHANCES TEACHING, SERVICE, OR EXPERTISE

Per the Memorandum of Agreement (Appendix A, 1.2B1), professional development is defined as those activities which:

1. Improve an individual's currency in a field of expertise or teaching,
2. Maintain their standing within a profession or discipline, or
3. Expand their area of expertise

Appropriate professional development that enhances teaching, service, or expertise include (but are not limited to):

- Participation in on-campus seminars or workshops offered by the department, college, university, or Faculty Center
- Maintaining membership in scientific societies and other academic organizations appropriate to the Lecturer's field
- Attendance at off-campus conferences, conventions, seminars, or workshops that enhance teaching, service and pedagogical or scholarly expertise
- Engaging in scholarly pursuits related to teaching, service, or expertise (e.g., peer-reviewing manuscripts, presenting posters or presentations at academic conferences, publishing)

Professional Development that Enhances Teaching, Service, or Expertise Expectations for Reappointment

The re-contracting application for Lecturers should include a narrative statement describing how the professional development activities engaged in have enhanced the candidate's teaching, service, or expertise. While it is expected that the significance of service activities will increase from the initial contract to the subsequent contract, the amount of professional development expected of Lecturers shall not increase with the subsequent contract.