

USCA Department of Biology and Geology Promotion and Tenure Guidelines

1. Teaching

The faculty of the Department of Biology and Geology are committed to excellence in teaching not only in the classroom but also in the teaching and research laboratory. In the classroom, faculty are expected to encourage critical thinking and expression. In doing so, faculty are encouraged to modify classroom presentations based on their own experiences and research, the primary literature, and other sources of innovation. Undergraduate research is a key component of the biology curriculum. To this end, faculty are expected to directly supervise students in independent research projects. We believe that effective supervision of student research requires faculty to stay current in their own research, forming a direct link between teaching and scholarship.

Examples of activities and documents useful in evaluating Teaching (not necessarily in order of importance)

- a. Involving students in undergraduate research. Faculty are expected to supervise undergraduate research projects in addition to each faculty member's normal teaching load. The department places great value in the teaching opportunities that occur in the research laboratory.
- b. Letters from colleagues or others who have observed the candidate's teaching or evaluated course materials and assignments.
- c. Letters from students regarding effective teaching.
- d. Objective evaluation of new classroom methods and other innovative approaches to teaching.
- e. Honors and awards for effective teaching
- f. Participation in activities designed to increase knowledge in one's field
- g. Research activities closely related to course content or to teaching technique
- h. Attendance at workshops, seminars, symposia, conferences, and meeting related to one's teaching
- i. Written reports, papers, or workshops presented on teaching methods or teaching philosophy
- j. Peer observations of teaching
- k. Other activities documenting a commitment to teaching. Some examples may include participation in in-service teacher training, the STEP program, and the Gear Up program.
- l. USCA SETs and other forms of student evaluations. The candidate will provide a summary of the evaluation results, as well as copies of the evaluations from the last five years

2. Scholarly Activity

The faculty of the Department of Biology and Geology values sustained, active research programs that often by necessity involves our undergraduates. In almost all cases, undergraduates are major participants in faculty research. The department places great value on the peer-review process as evidenced by publications in peer-reviewed journals, publicly presented papers, and posters at professional conferences. Extramural funding, while not necessary to show active research activity, is a valued activity of faculty scholarship.

Examples of activities and documents useful in evaluating Scholarly, Creative, Applied Professional Activities (not necessarily in order of importance):

- a. Reprints of published articles in peer-reviewed journals or proceedings of meetings. Coauthorship is normal and to be expected in the sciences.
- b. Evidence of scholarly presentations at professional or scholarly meetings, conferences, or disciplinary workshops.
- c. Evidence of grants or fellowships received including descriptions of work in progress on any grants received.
- d. Evidence of awards or prizes won for outstanding scholarship.

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- e. Evidence of invited presentations for seminars off the USCA campus.
- f. Letters from colleagues outside the campus who have knowledge of the candidate's scholarly work
- g. Evidence of any other relevant activity (e.g., invitation to serve on Proposal Review Panels for external agencies; invitation to assist in curation of specimens for major museums).

3. Service

The Department of Biology and Geology recognizes the importance of service. To this end, three types of service may be considered: Service to the unit, college, or university; Service to the discipline; and Service to the community at large when it is related to the faculty member's field of expertise or in promotion of the USCA mission. It is the burden of the faculty member to explain how the service promotes the mission of the university.

Examples of activities and documents useful in evaluating Service (not necessarily in order of importance):

- a. Descriptions of service on department, college, or university committees. Service to the unit, college, or university is expected and required. Leadership roles are valued.
- b. Other department service (e.g., curriculum development, departmental planning)
- c. Service to student organizations
- d. Service to professional organizations (e.g., organization officer)
- e. Presentations to civic groups or local schools
- f. Organization of symposia, conferences, or workshops
- g. Service on boards, agencies, or commissions (local, state, and national)
- h. Professional assistance to other faculty
- i. Service as a department chair, coordinator, or other part-time administrator