

BIOLOGY DEPARTMENT TENURE & PROMOTION GUIDELINES

As faculty in Creighton College of Arts and Sciences (Natural Science Division), Biology Department faculty are expected to meet the College guidelines on teaching and service and the Natural Science Departments' expectations for scholarship. But as Biology is such a diverse discipline, and Biology faculty engage in such a diverse set of activities, it is appropriate that the Biology Department provide a more specific set of departmental guidelines and expectations, to clarify and expand upon the College and Division documents. This document is intended for applicants, the department chair, external reviewers, and especially for the College of Arts & Sciences and University Rank and Tenure Committees, to provide context for consideration of the applicant's Faculty Profile and the Department Chair's letter.

Biology is a diverse discipline, including a variety of teaching modes and locations, research venues (such as laboratory versus field research), and subdisciplinary areas (from molecular to ecological). Different areas within Biology vary widely in, for example, the time and resources required to complete research projects and the number and length of resulting publications; this diversity should be taken into account in evaluating any applicant's materials. An important part of any applicant's Faculty Profile is to place their activities within this range of diversity. Accordingly, this document should not be viewed as specifying a "one size fits all" set of criteria but should provide generally applicable information.

In the following, it should be noted that some items are definite expectations of all faculty (teaching load, evidence of excellent teaching, minimum numbers of publications, among others), while in some cases activities come from a broad set of relevant possibilities, where no faculty member would be expected to achieve all of the possibilities. Items expected of all applicants are indicated by italics; items presented in plain text comprise a wide set of activities, some but not all of which would be included in a successful applicant's portfolio. Among the set of other relevant activities, different faculty will express different interests, aptitudes and expertise, but in each case presenting a combination that meets departmental, college, and university expectations.

It should also be noted that many faculty activities transgress the traditional categories of "Teaching", "Scholarship", and "Service". Examples include, but are not limited to, Undergraduate Research Mentoring, Participation in the *Ratio Studiorum* Program, Professional Development activities, Professional Service activities, and non-traditional "Digital" activities such as maintaining internet sites or data bases or professionally-relevant blogging. While the guidelines given below generally attempt to include such boundary-overlapping activities within one of the traditional areas, it should be recognized that such assignments are somewhat arbitrary. In reality, faculty activities in such areas, while hard to pigeon-hole, may comprise a significant part of the faculty member's total record.

I. For Granting of Tenure:

Teaching

Evidence of excellent teaching, as provided not only from student evaluations but also from peer evaluations.

Teaching courses at normal load levels (allowing for course releases and taking into account contact hours, not merely credit hours).

Teaching an appropriate diversity of courses (examples: lower-division vs. upper-division; lecture vs. laboratory/field vs. seminar/discussion; major vs. Core/non-major; Biology-only vs. cross-listed; traditional vs. online; on-campus vs. travel courses; Magis Core courses or Designations; large-enrollment vs. small-enrollment; participation in senior seminars or similar activities in interdisciplinary programs).

Participation in the General Biology sequence of courses (Bio 201-206).

New course development and revision of existing courses, the latter based on continuing course assessment.

Professional development as manifested, for example, in participation in pedagogy workshops or webinars.

Scholarship

Evidence of establishment of a well-defined research program at Creighton with likelihood of a successful continuing trajectory.

2-3 publications in peer-reviewed journals, counting ones based on research prior to Creighton, but including at least one based on work done after coming to Creighton. (Quality & prestige of journals should be appropriately considered, as well as the extent of individuals' contributions to the publications. Pedagogical scholarship may be included, provided it meets the same peer-review standards.)

Mentoring of undergraduate researchers (normally averaging at least 2 per year), resulting in regular student-involving presentations at local, state, or national meetings.

Regular participation at regional/national/international scientific meetings, typically 1-2 scholarly presentations annually.

Submission of two or more research grant applications, which may include intramural grants.

Service

Departmental service, such as major advising, writing letters of recommendation, participation in departmental curriculum assessment and revision, participation in peer evaluation of colleagues' teaching, service on search committees, and assistance to Admissions and Public Relations.

College/University, professional, or community service at an appropriate level, such as membership in college or university committees, participation in

professional organizations' activities, or science fair judging or talks for schools or community groups.

II. For Promotion to Associate Professor:

No additional criteria beyond those listed above for Teaching or Service.

Scholarship

In addition to the above criteria:

1-2 additional publications in peer-reviewed journals based on work done after coming to Creighton.

Submission of at least one extramural grant request.

III. For Promotion to Full Professor:

Moving up in rank from Associate to Full Professor may not involve only “doing more of the same”, but may entail significant changes in a faculty member’s activities and role in the campus and broader community. In particular, leadership roles on and off campus, in teaching, service, or scholarship areas, are more often and appropriately undertaken. In applying the following criteria, department chairs, external reviewers, and college and university rank and tenure committees should take into appropriate account the constraints imposed in achieving some criteria due to assumption of such leadership positions (examples, among many others, include service as a department chair, president of a professional society, or editor of a journal.)

The above, plus many of the following (*expectations of all indicated by italics*)

Teaching

Sustained evidence of excellent teaching from student and peer evaluations.

Continuing course development and revision reflecting incorporation of information from ongoing course assessment.

Recognition by peers and administrators of teaching quality, as evidenced for example by requests to serve as guest lecturer in others’ courses, or receipt of such awards as the Dean's Award or the Robert F. Kennedy Award.

Participation in interdisciplinary teaching areas such as Environmental Science, Neuroscience, Graduate & Professional Studies, Honors Program, Post-Baccalaureate Pre-Medical & Pre-Dental Program, etc.

Exploration of new teaching methods and technologies, reflecting participation in pedagogical symposia, workshops, etc.

Development of Service Learning courses if appropriate and of interest.

Scholarship

(Note: In this area, attaining the rank of Full Professor entails three clusters of criteria: (1) Evidence of continuing activity at expected levels subsequent to granting of tenure and promotion to Associate Professor; (2) Evidence of a scholarly trajectory sustainable throughout the rest of the applicant's career; and (3) Evidence of significant standing in the Creighton University community and the applicant's professional field. While these overlap, the applicant is expected to present recognizable achievement in all three.)

Continued publication record:

3-5 additional publications, typically in peer-reviewed outlets after promotion to Associate Professor (not necessarily in traditional journals only, but also papers in digital journals, book chapters, symposium proceedings, and agency or task force reports; possibly including pedagogical research; not necessarily only results of personal research but also material of more general or synthetic nature such as books, textbooks, laboratory manuals, instructors' manuals, reports or white papers from task forces, government agencies or non-governmental organizations).

Evidence of impact of publications as for example from number of citations by peers.

Continued mentoring of undergraduate researchers at previous levels, resulting not only in student presentations at meetings but also student co-authorship of at least one peer-reviewed publication.

Continuing regular participation in scientific meetings (typically 1-2 per year) (which could include national and international as well as local and regional meetings; presentation of invited talks or plenary addresses; organization of or participation in national or international symposia; etc.).

Continuing submission of grant applications, including extramural, preferably with success in obtaining external support.

Successful completion of Sabbatical Leave project(s), with evidence of positive impacts on teaching, scholarship, or service.

Collaboration in scholarship with colleagues at other institutions (local, national, or international).

Awards in recognition of scholarship from Creighton or scientific organizations.

Service

Service on College committees, in College Assessment activities, etc.

Service on University committees.

Levels of Professional Service in keeping with recognition as an important member of the national community of one's field, such as: service in, or leadership of professional societies or committees of

such organizations; service as a peer reviewer for journals, publishers, and grant agencies; service as a professional consultant; service on grant agency review panels or on journal editorial boards, possibly including chairing of review panels or serving as journal editor; participation in program reviews at Creighton or other institutions, etc.

Service in Departmental or Program leadership positions: Chair, Associate Chair, Program Director, Assessment Coordinator, etc.

Significant levels of participation in academic programs outside the department, such as Environmental Science, Neuroscience, *Ratio Studiorum*, the Honors Program, etc.

Community service activities at a greater level of involvement than previously, as befitting a respected representative of Creighton and an acknowledged leader in one's professional field.

Adopted, April 25, 2017.

These guidelines will be reviewed no later than five years after adoption.