

Promotion and Tenure Guidelines of the Department of Biological Sciences

The Department of Biological Sciences supports promotion and tenure of faculty who are high quality teachers and scholars with a commitment to engagement at the department, college, and/or university level, as well as in the professional and regional community.

Promotion to **Associate Professor** is based upon actual performance as well as the likelihood of future growth. Successful candidates must demonstrate significant progress toward excellence in learning or discovery, together with sustained growth toward strength in the other and with active participation in engagement. Promotion to **Professor** is based on excellence in learning or discovery, together with strength in the other and strength in engagement.

Discovery:

The term “discovery” refers to the broad area of research, scholarship, and creative endeavors. Excellence in discovery must be validated through peer review. The following achievements in discovery are commonly recognized in the field of biological sciences; (1) refereed articles published in research-oriented journals or conference proceedings; (2) presentations of research at professional conferences; (3) funded grants for basic research that contribute to the advancement of knowledge in one’s discipline; (4) directed graduate and undergraduate student research that leads to publications or presentations.

The Department of Biological Sciences expect tenure track faculty members to establish a successful research program at PNW, apply for internal and external research grants, and disseminate research results through presentation at professional conferences as well as through peer-reviewed journal publications. Excellence in discovery may be measured based on factors such as quantity and quality (or impact) of publications, research grants and research awards, or recognitions from one’s professional community.

Evidence of excellence in Discovery may include:

- Peer Reviewed Publications
 - On average, the candidate is expected to publish one peer-reviewed journal paper every two years. The candidate should show evidence of primary or significant authorship of publications;
 - In the promotion document, the candidate should provide a brief synopsis of each publication that details the significance of the findings of the research within their field, clearly outlines their contributions to the work, and identifies opportunities for further investigations. This synopsis will aid promotion and tenure committees in the evaluation process;
 - Impacts and quality of the published work may be evaluated by impact factor of the journal, editorial responses, citations in later publications, and peer reviews etc. Publications in low-tiered or non-indexed journals are not typically considered as strong evidence of excellence in discovery;
- Joint publications with students are highly regarded. The mentoring of students in research is a primary mission of the Department of Biological Sciences.

- Research Grants

Biology faculty members are expected to actively pursue internal and external grants to support their research programs. Although being the recipient of an external grant is not a mandatory requirement for promotion, securing a multi-year external grant provides strong evidence of a faculty member's commitment to research and their future potential for scholarship.

- Recognition by peers at the national or international level on the merits of the candidate's contributions to their field.

Learning:

The term "learning" refers to the entire area of student-faculty interaction for educational purposes. Candidates showing progress towards excellence in teaching, mentor and engage students of all abilities to enhance their academic success, and continually strive to improve their teaching methods. Evidence of progress towards *excellence* in learning must be provided through documentation using multiple sources with an emphasis on benefits to students and the program.

Evidence of excellence in Learning may include:

- Favorable student responses on course evaluations and departmental exit interviews for both undergraduate and graduate courses;
- Positive peer reviews of teaching;
- Mentoring of undergraduate students and graduate students in research;
- Improvements in course design, course content, or delivery method that have yielded positive outcomes for students;
- Developing new courses;
- Peer-reviewed publications on pedagogy;
- Publication of laboratory manuals and textbooks;
- Teaching awards

Additional evidence of excellence in learning:

- Service on student M. S. thesis and non-thesis committees;
- Preparation and assessment of exit exams for non-thesis graduate students;
- Effective mentoring and evaluation of teaching assistants;
- Engagement related to learning

Engagement:

The term "engagement" refers to professional service to university, professional and regional communities and is expected of all faculty members.

- **University service** refers to engagement and/or leadership in governance responsibilities or other University, College, and Department/School affairs and outreach activities. The following are examples:
 - Serving on committees at department, college, and university levels;

- Fulfilling assigned responsibilities at the department, college and university levels;
- Contributions to outreach activities such as program marketing, student recruiting and retention activities;
- Formal or informal advising to students;
- Advising student clubs;
- Administrative appointments in the department, college, and university;
- Preparation of service grants
- **Professional service** refers to making contributions to professional, technical, or scholarly societies. Examples include:
 - Holding positions in national or international professional organizations;
 - Organizing workshops, short courses, and seminars;
 - Participating in conference programs as organizer, chair or moderator;
 - Serving as a reviewer for journal articles, grant proposals, conference, etc.,
 - Serving as an editor for a peer-reviewed journal or professional publications;
 - Providing services on thesis committees, program review, or peer reviews, etc., for other educational institutions;
 - Providing service to the profession on academic boards, disciplinary and inter-disciplinary committees, etc.
- **Community service** refers to public service contributions related to a faculty member's discipline. Examples include:
 - Establishing externally recognized partnerships with organizations in the community;
 - Playing a major role in representing the discipline or unit to other forums or in the community;
 - Consulting with community partners in the discipline;
 - Providing service to the community in public lectures and presentations or discipline-related community activities;
 - Judging Science Fairs or academic competitions for K-12 such as Science Olympiad

To be promoted to **Associate Professor**, candidates are expected to show active participation in engagement. However, the Department of Biological Sciences expects newly hired non-tenured faculty members to focus on establishing their teaching and research programs at PNW during their first two years and keep their engagement activities minimal. After the first two years, they should actively participate in engagement to meet the promotion criteria. To be promoted to **Professor**, candidates must show strength in engagement. This can be demonstrated by taking a leadership role in, and/or making substantial contributions to engagement activities, or being recognized for contributions to university, professional, regional, national or international organizations.