NATURAL SCIENCE DIVISION
STANDARDS FOR SCHOLARSHIP AND CREATIVE ACTIVITY

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

RIGOR

To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.

In the Natural Sciences, rigor is demonstrated by peer-reviewed journal articles (including those with student co-authors), books, book chapters, textbooks, peer-reviewed papers published in conference proceedings, externally published lab manuals, substantive reports from community-based research or consulting projects, funded grants, vetted essays in high quality general interest periodicals, and/or electronic media (educational resources, software).

At this level, a candidate should have a variety of scholarly and professional activities that will, taken together, begin to form a record of active contribution to the discipline.

ENGAGEMENT

The candidate must demonstrate active participation with and contribution to her/his discipline, and/or interdisciplinary activities that emphasize the candidate's disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.

In the Natural Sciences, engagement is demonstrated by the items listed above for rigor and conference attendance, reviewing grant proposals and/or manuscripts submitted to peer reviewed journals, outreach via radio/film/TV to explain one's discipline or research findings to the broader public, applied research projects focused on solving environmental/social issues involving public agencies or private corporations), Stetson summer grants, curriculum development, helping to improve pre-and post-collegiate science education, consulting in the public and private sectors, mentoring SURE grant recipients, senior projects, and/or independent study projects may be used to demonstrate, and **s**ignificant involvement of the community in scholarly work and/or participation in professional organizations.

EVOLUTION

Scholarly and creative activities must reflect the incorporation of current practices within the discipline and demonstrate that the candidate is developing his or her own line of scholarship since arriving at Stetson.

In the Natural Sciences, evolution is demonstrated by the candidate's record of scholarly achievement. Thus, items used to demonstrate **rigor** and **engagement** may also be used to meet this standard, as can Faculty Activity Reports (FARs). Scholarly outcomes should reflect the incorporation of current practices into the discipline and that candidate has developed his/her own line of scholarship since arriving at Stetson.

CONSISTENCY

The candidate must demonstrate commitment to the discipline by providing evidence of continued participation in scholarly or creative activities. Though quality of scholarship and creative activity is more significant than quantity, candidates for tenure and promotion must demonstrate an involvement in ongoing scholarly and/or creative work and the ability to complete and communicate high quality work. Generally speaking, consistency is demonstrated by some form of scholarly contribution and/or creative expression every year.

In the Natural Sciences, consistency is demonstrated by all of the items listed above for rigor, engagement, and evolution. On average, the candidate should make some scholarly contribution each year on average.

PROMOTION TO PROFESSOR

RIGOR

To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.

In the Natural Sciences, rigor at this level is demonstrated by a body of work that demonstrates the achievement of a level of expertise in some area of the discipline. Evidence of rigor may include peer-reviewed journal articles (including those with student co-authors), books, book chapters, textbooks, peer-reviewed papers published in conference proceedings, externally published lab manuals, substantive reports from community-based research or consulting projects, funded grants, vetted essays in high quality general interest periodicals, and/or electronic media (educational resources, software).

ENGAGEMENT

The candidate must demonstrate active participation with and contribution to his/her discipline, and/or interdisciplinary activities that emphasize the candidate's disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.

In the Natural Sciences, engagement is demonstrated by the items listed above for rigor and conference attendance, reviewing grant proposals and/or manuscripts submitted to peer reviewed journals, outreach via radio/film/TV to explain one's discipline or research findings to the broader public, applied research projects focused on solving environmental/social issues involving public agencies or private corporations), Stetson summer grants, curriculum development, helping to improve pre-and post-collegiate science education, consulting in the public and private sectors, mentoring SURE grant recipients, senior projects, and/or independent study projects may be used to demonstrate, and **s**ignificant involvement of the community in scholarly work and/or participation in professional organizations.

MATURITY

The candidate must demonstrate intellectual growth in scholarly and creative activities since tenure/promotion to Associate Professor and over time.

In the Natural Sciences, maturity can be demonstrated using evidence described for **evolution** under standards for tenure and promotion to Associate Professor and by some additional evidence: invited papers or seminars, awards, and/or leadership in professional or community organizations related to scholarly expertise in the candidate's field, invitations to serve on grant review panels, engaging in more broad forms of scholarship including evidence-based curriculum reform, public and private consulting, applied research projects and helping to improve pre- and post-collegiate science education.

DEVELOPMENT OF EXPERTISE

Scholarly and creative activities must have sufficient focus that demonstrates that the candidate has distinguished herself/himself by becoming an expert in some aspect(s) of her/his field and by making meaningful contributions to the field.

In the Natural Sciences, development of expertise is demonstrated by continued productivity involving a focused or evolving body of work and can result in solicitations for serving as a reviewer for journals or grant applications, by serving on an editorial board(s), by solicitations for TV/newspaper/telephone interviews, consulting for private or public entities, invited seminars, invitations to present and/or moderate conference sessions, etc.

RECOGNITION

The candidate must demonstrate that her/his contributions to the discipline have been acknowledged as significant by peers/peer review and/or prestigious organizations.

In the Natural Sciences, recognition may be demonstrated by campus, local, and regional awards, invitations to speak, referee, moderate conference sessions, lead professional organizations, consult for private or public entities, or to make appearances in the mass media to explain one's discipline or the research results. **Recognition** can also be demonstrated by citation analysis, the quality of the peer reviewed journal in which work is published, the competitiveness of a grant that has been awarded, and the adoption rate for text books or lab manuals, or the conferring of national or international awards.

CONSISTENCY

While it is recognized that there are often legitimate reasons for periods of inactivity with regard to scholarly or creative activities, the ability to meet other standards (e.g., maturity and development of expertise) requires consistent scholarly or creative output. Thus, significant gaps in productivity should be addressed in the narrative, and the candidate must demonstrate that she/he has a lifetime record of scholarly or creative achievement that is highly likely to continue. Thus, sufficient time must elapse following periods of inactivity to demonstrate a solid resumption of activity that is highly likely to continue beyond promotion.

In the Natural Sciences, consistency may be demonstrated by all activities in the criteria listed above for promotion to Professor. Generally speaking, candidates should show evidence of some form of scholarly contribution each year on average.