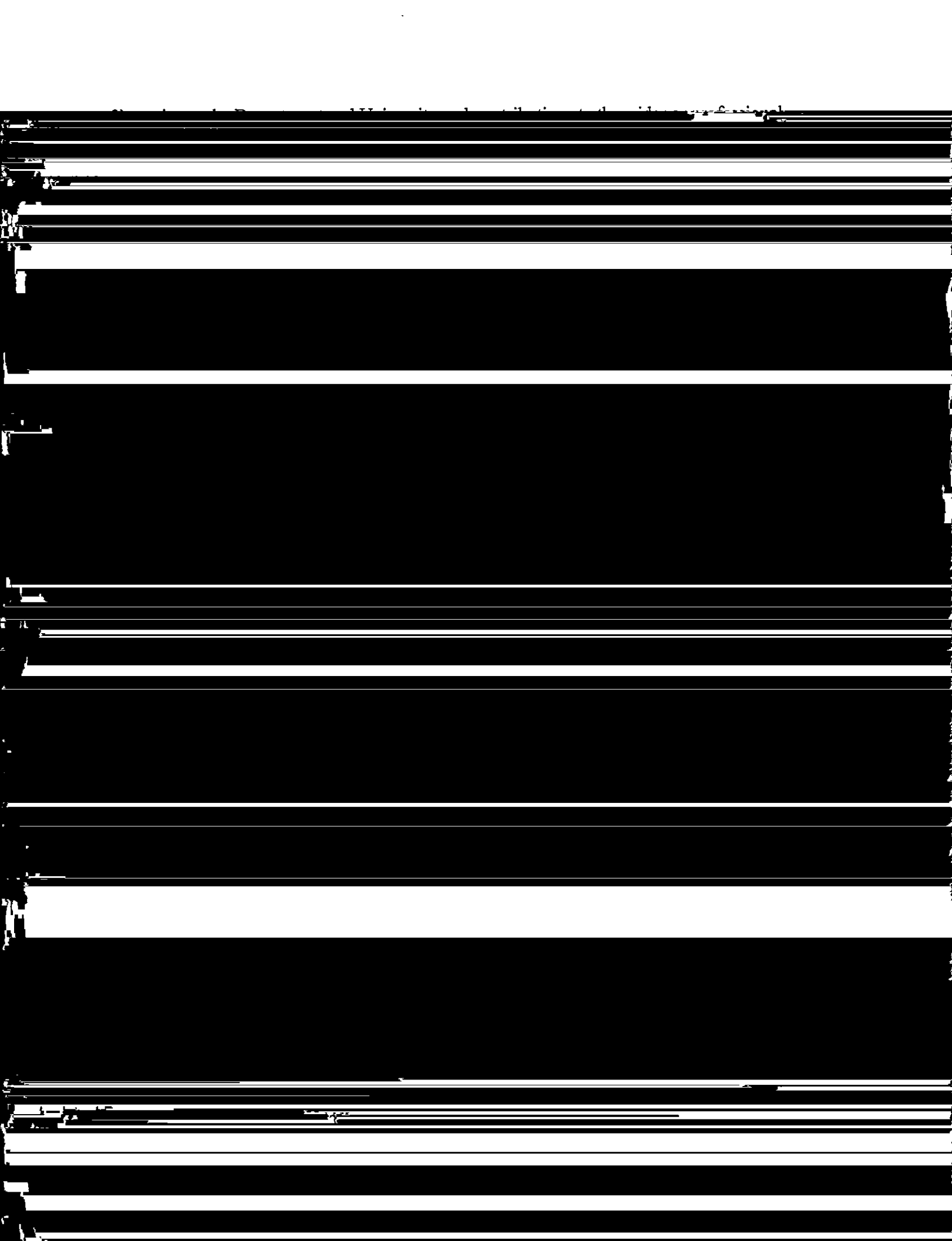


APPROVED CRITERIA SHALL HAVE
(EVALUATION CRITERIA FOR BIOLOGICAL SCIENCES)

I. GENERAL INFORMATION	II. RESEARCH DESIGN	III. DATA COLLECTION	IV. DATA ANALYSIS	V. CONCLUSIONS
<p>1. Title</p> <p>2. Author(s)</p> <p>3. Journal</p> <p>4. Year</p> <p>5. Volume</p> <p>6. Issue</p> <p>7. Pages</p>	<p>1. Hypothesis</p> <p>2. Objectives</p> <p>3. Methods</p> <p>4. Subjects</p> <p>5. Instruments</p> <p>6. Procedures</p>	<p>1. Sampling</p> <p>2. Data Collection</p> <p>3. Data Management</p>	<p>1. Statistical Analysis</p> <p>2. Results</p>	<p>1. Conclusions</p> <p>2. Recommendations</p>
<p>8. Abstract</p> <p>9. Introduction</p> <p>10. Literature Review</p> <p>11. Discussion</p> <p>12. References</p>	<p>13. Hypothesis</p> <p>14. Objectives</p> <p>15. Methods</p> <p>16. Subjects</p> <p>17. Instruments</p> <p>18. Procedures</p>	<p>19. Sampling</p> <p>20. Data Collection</p> <p>21. Data Management</p>	<p>22. Statistical Analysis</p> <p>23. Results</p>	<p>24. Conclusions</p> <p>25. Recommendations</p>
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<p>28. Conclusions</p> <p>29. Recommendations</p>	<p>30. Conclusions</p> <p>31. Recommendations</p>	<p>32. Conclusions</p> <p>33. Recommendations</p>	<p>34. Conclusions</p> <p>35. Recommendations</p>	<p>36. Conclusions</p> <p>37. Recommendations</p>
<p>38. Conclusions</p> <p>39. Recommendations</p>	<p>40. Conclusions</p> <p>41. Recommendations</p>	<p>42. Conclusions</p> <p>43. Recommendations</p>	<p>44. Conclusions</p> <p>45. Recommendations</p>	<p>46. Conclusions</p> <p>47. Recommendations</p>
<p>48. Conclusions</p> <p>49. Recommendations</p>	<p>50. Conclusions</p> <p>51. Recommendations</p>	<p>52. Conclusions</p> <p>53. Recommendations</p>	<p>54. Conclusions</p> <p>55. Recommendations</p>	<p>56. Conclusions</p> <p>57. Recommendations</p>

[REDACTED]



- Using learned concepts to solve new problems

Promotion of a positive learning environment. This category includes:

- Fairness and impartiality
- Student comfort in asking questions, engaging in discussion, or approaching instructor
- Promotion of student participation
- Promotes appropriate classroom behavior

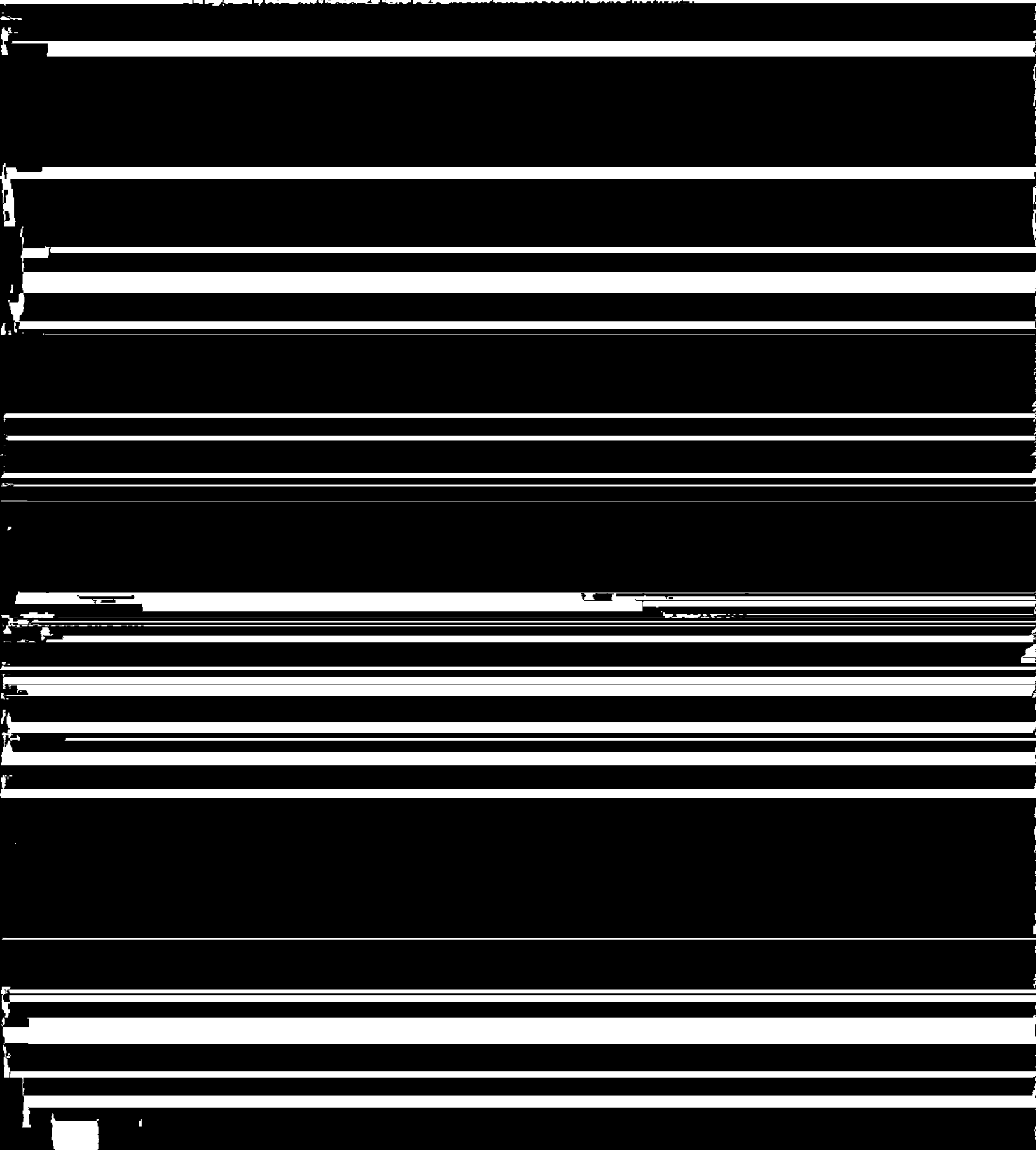
Academic advising. This category includes:

- Guidance of students through graduation requirements
- Counseling of students on postgraduate plans and opportunities

The following are the minimum standards for all faculty:

primary types of evidence for scholarly productivity are given below. The primary evidence for continued scholarship will come from the faculty member's narrative for future research plans. The faculty member will indicate in the narrative the quality of the publications and his or her

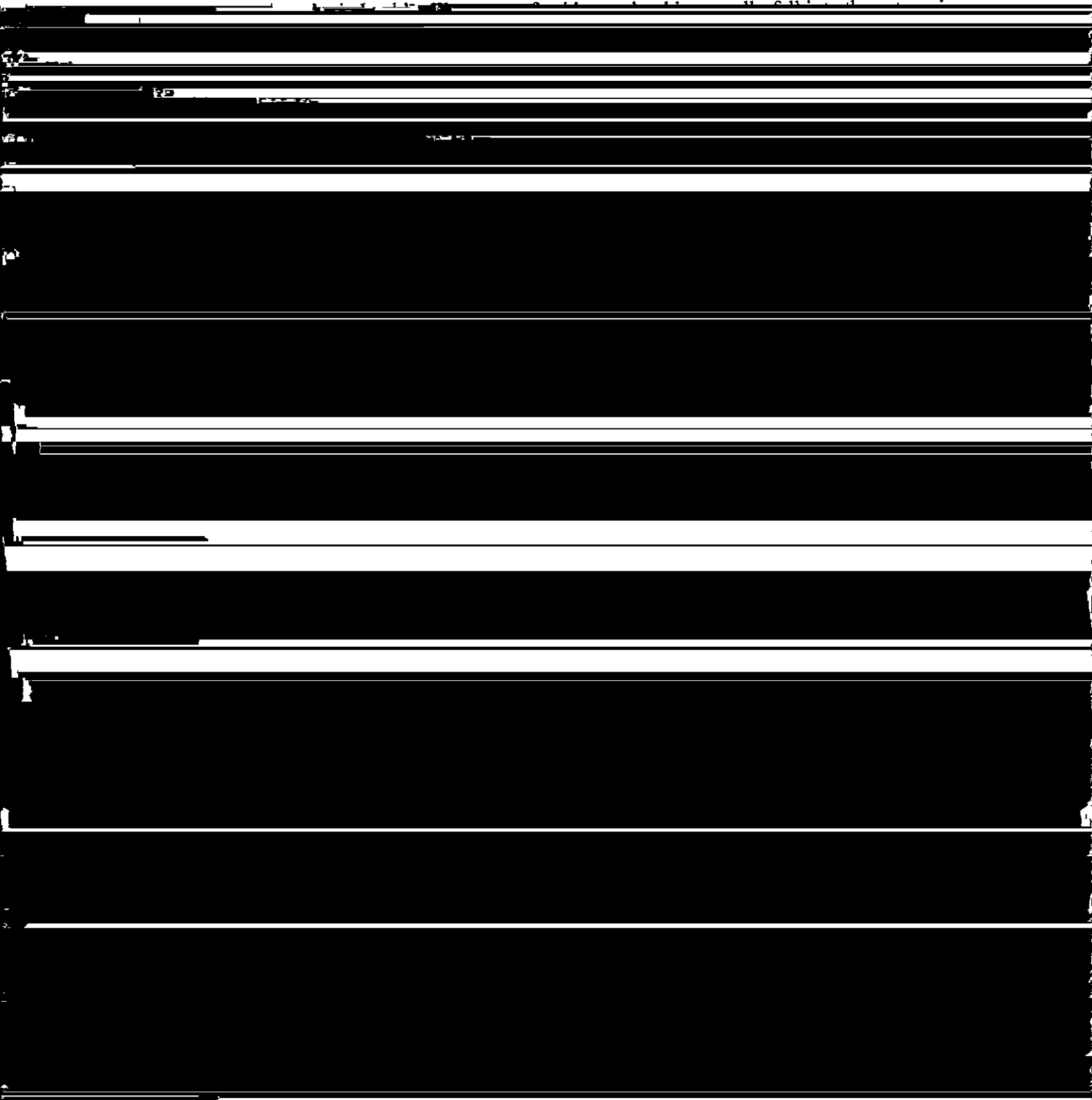
funds, adjusted load, and allocated laboratory space. Thus, the candidate is expected to pursue external funds for other direct costs required for the execution of his or her research. The department does not specify any dollar amount, only that the candidate is able to obtain sufficient funds to maintain research productivity.



evidence that the faculty member's research is producing results that peers in the disciplinary community will recognize as contributing to advancing knowledge in the discipline. Typical evidence for this would include authorship on presentations at national or international scientific conferences or regional conferences of the national organization of the discipline, as well as peer-reviewed publications and proposals.

Appointment with tenure and role of the external evaluator

It is expected that applicants for tenure will provide evidence of research productivity and



The following categories of service to the department and institution are recognized here:

Basic departmental service: This category includes those functions in which all or most of the department faculty would normally participate, including participating in department meetings and serving on departmental committees that do not have membership restrictions. This is the most appropriate type of departmental service for probationary faculty.

Probationary faculty members are not expected to engage in service to the profession at this level.

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