

**Ecology, Behavior and Evolution  
School of Biological Sciences  
Merit Standards**

**EBE NORMAL MERIT STANDARDS – APPRAISALS  
SUBMITTED WITH 2020 REVIEW FILES**

**EBE Normal Merit Standards: Fourth Year Review**

We have included a copy of our Divisional normal merit standards with this letter. In addition to those broad standards, EBE has established expectations for faculty at the fourth-year appraisal review. We expect at least 2 primary peer reviewed research article as co-corresponding author or co-author, evidence of obtaining outside funding to support research, a strong teaching effort, and service appropriate to the Assistant Professorial rank. Such service is typically serving on a committee within the Division, active participation in the Section's functions such as faculty searches, involvement with the Biology Graduate program, and efforts to increase diversity at the Division or Campus level. Teaching includes a record of establishing, progress, or effort toward creating an effective teaching style and utilizing campus resources (e.g. Teaching and Learning Commons) as needed, as well as developing a record of mentorship particularly in building an active laboratory to both support their research program and educate the next generation of scientists. Faculty with a federal grant from NSF or equivalent agencies or foundations and at least 1 senior author impactful research article, with no weakness in teaching or service, may receive a favorable appraisal.

**EBE Normal Merit Standards: Tenure**

We have included a copy of our Divisional normal merit standards with this letter. In addition to those broad standards, EBE has established expectations for faculty being evaluated for tenure. We expect an average of at least 1-2 primary peer reviewed research articles per year as corresponding or senior author that are published in leading disciplinary or general science journals, at least one competitive extramural grant from NSF or equivalent agencies or foundations, a strong teaching effort, and service appropriate to the Assistant Professorial rank. Such service is typically serving on a committee within the Division, active participation in the Section's functions such as faculty searches, science chalk talks, involvement with the Biology Graduate program, and efforts to increase diversity at the Division or Campus level. Teaching includes a clear commitment to and record of an effective teaching style, as well as a record of mentorship particularly in establishing an active laboratory to support their research program and educate the next generation of scientists.

**EBE Normal Merit Standards: Promotion to Full Professor**

We have included a copy of our Divisional normal merit standards with this letter. In addition to those broad standards, the Section of Ecology, Behavior, and Evolution has established expectations for faculty eligible for consideration for promotion to Full Professor. We expect a strong record of innovative research, generally measured by primary peer-reviewed research articles, i.e., senior corresponding or co-corresponding authorship on an average of one to two papers per year that make important contributions to both special subject areas and broad fields in ecology, behavior, or evolution, a strong record of external funding support (e.g. being a primary PI on at least one active grant from NSF or equivalent agencies or foundations) in the review.

period, a record of excellence in teaching, student education and strong mentorship to trainees, a growing record of service to the Section and to the Division, as well as meaningful contributions to the campus and the profession. Their research program should reflect broad recognition and impact, nationally or internationally, as reflected through a variety of metrics such as invited research talks, participation in conferences, service as an advisory board member, or being consultant on reviews of research grants or institutions, etc. Campus service includes consistent and active participation in faculty governance, such as impactful committees in the Division, efforts to increase diversity at the Division or Campus level, and sustained engagement in the Section's functions such as faculty searches and training students within the Biological Sciences Graduate program. Faculty at this level should have a record of teaching excellence reflecting a commitment to undergraduate and graduate education, along with a growing record of mentorship that demonstrates that graduate and postdoctoral mentees have gone onto successful careers.

### **EBE Normal Merit Standards: Step 6 Advancement**

We have included a copy of our Divisional normal merit standards with this letter. In addition to those broad standards, the Section of Ecology, Behavior & Evolution has established expectations for faculty eligible for consideration for advancement to Step VI. We expect a strong record of innovative research, generally measured by primary peer-reviewed research articles, i.e., senior corresponding or co-corresponding authorship on an average of one to two papers per year that make important contributions to both special subject areas and broad fields in ecology, behavior, or evolution, a strong record of external funding support, e.g. being a primary PI on at least one competitive extramural grant from a foundation or federal agency in the review period, sustained excellence in teaching, student education and strong mentorship to trainees, a strong record of service to the Section and to the Division, as well as important contributions to the campus and the profession. Their research program should demonstrate national or international recognition and significant impact, as reflected through a variety of metrics such as invited research talks and leadership roles in conferences, service as an advisory board member or consultant on reviews of research grants or institutions, service in editorial roles, and efforts to increase diversity at the Division or Campus level. Campus service includes consistent and active participation in faculty governance, such as serving on senate committees, high impact committees in the Division, and sustained engagement in the Section's functions such as faculty searches, mentoring junior faculty, and training students within the Biological Sciences Graduate program. Faculty at this level should have a record of teaching excellence reflecting a commitment to undergraduate and graduate education, along with a record of mentorship that demonstrates that graduate and postdoctoral mentees have gone onto successful careers