

Approved by Department: 2/14/2017
Approved by College Promotion & Tenure Committee: 10/12/2017
Approved by Dean: 10/12/2017
Approved by University Tenure & Promotion & Sabbatical Leave Advisory Committee: 2/26/2018
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CRITERIA FOR TENURE AND ACADEMIC RANK DEPARTMENT OF CHEMISTRY

PREFACE

This document, along with the University Faculty Handbook policies on promotion delineates the chemistry department's (1) general faculty responsibilities, and (2) criteria and procedures for promotion consideration.

PHILOSOPHY

Teaching

The main responsibility of all faculty members within the department is to be effective in the teaching-learning process. Good teaching involves not only choosing the concepts to be taught, but how those concepts are to be communicated to the student. Learning is an active process in which the student encounters information, ideas, and processes, and incorporates them into his or her own experience. This experience is how the student "comes to know" or learns. Because concepts are largely formed by inductive reasoning, the student must be included as an active participant in the classroom situation through an exchange of ideas, background knowledge, and questions. To effectively meet the challenges of classroom teaching, faculty should strive continuously for professional growth in both subject matter and teaching strategies. The teaching environment goes beyond formal laboratory and classroom situations. Faculty are expected to assist students through academic counseling and advice, so that students will have a sense of direction about how to use the knowledge and practices of the discipline to become more productive members of society.

Professional Growth and Scholarly Activity

The areas of professional growth and scholarly activity are important parts of a faculty member's responsibilities. Professional growth could be broadly defined as anything a faculty member does to improve his/her knowledge to the professional community. Obviously, these areas have some overlap, and some activities a faculty member does would encompass both. These areas are important for a number of reasons.

An effective teacher-scholar must be current in his/her chemical knowledge. Research and scholarly activity keep faculty motivated and intellectually challenged. Pedagogical research provides a direct means to evaluate various techniques and approaches to the teaching/learning process. These activities keep classroom presentations, and the department's overall instructional program, current and relevant.

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An active research program leads to the publication of research results, and the presentation of research at professional meetings. These activities enhance the reputation and visibility of the department and the university, increase the probability of obtaining external funding, and aid in attracting good students. An active research program involves interested and capable students as colleagues. Experiential learning broadens and deepens student knowledge, and helps students pursue their professional goals.

Professional growth, scholarly activities, and experiential learning require financial support beyond the scope of the departmental budget. Faculty members are expected to seek internal funds (e.g., College Professional Development and Teaching Enhancement funds) and submit both internal (e.g., GRFC and Funding for Results) and external (e.g., NSF, NIH, Research Corporation, etc.) grant proposals to help support these activities.

Service

Each faculty member should demonstrate interest in and commitment to the overall operation and governance of the University. Faculty members have the responsibility to spend some time for the benefit of the University. Only those activities that have a direct relationship to the faculty member as a chemistry or university educator will be considered for promotion. It is the quality of the service contribution that makes it important for promotion, not the number of service activities.

Definition of Some Terms:

A **sustained** record is one indicating ongoing performance over at least the most recent four-year period.

Quality may be demonstrated in many ways, including:

- Recognition of work by peers
- Documented increases in student learning
- Letters of recognition from a senior university administrator or equivalent person outside the university
- By the level of activity:
international or national is greater than regional > state > local
external > internal

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PREPARATION OF MATERIALS

The candidate for promotion and/or tenure is responsible for the collection, organization, and presentation of material to support his/her candidacy. A **vita** highlighting significant activities during the candidate's academic career shall be included. **Letters of recommendation** are included separately in an Appendix to the Record of Service (*vide infra*). The candidate will also prepare a **Record of Service**, which provides detailed information demonstrating the quality of activities/accomplishments that have taken place during the period while in the current rank. The activities/accomplishments should be arranged by the categories (level A, B, or C) and by area of evaluation (teaching, professional growth/scholarly activities, service) following the format outlined in the Criteria and Examples of Evaluative Evidence for Promotion in Academic Rank. The candidate should relate the activities/accomplishments to the specific examples cited whenever possible. The candidate should provide rationale as to why he/she considers the activities/accomplishments to be of sufficient quality. The candidate must provide a **summary self-evaluation** using the criteria to rank him/her as good, superior, or outstanding in each of the three areas and the required levels of performance for promotion. The Record of Service is the candidate's primary means to provide convincing evidence that the department's criteria for promotion/tenure have been clearly met. Supporting material such as course outlines, student evaluations, peer evaluations, etc. shall be included as appendices. *The list of examples cited is not definitive and the candidate can include other examples of level A or B activities where appropriate, with some justification that the activity is equivalent to those cited. All level C activities are required for continuing faculty.*

CRITERIA AND EXAMPLES OF EVALUATIVE EVIDENCE FOR TENURE AND/OR PROMOTION IN ACADEMIC RANK

I. Examples of Evaluative Evidence of Effective Teaching

A. Externally Validated Evidence of Effective Teaching

1. Develop a teaching innovation that has been published in a peer-reviewed journal. Examples include a new laboratory experiment, organization of course content to meet specific needs, a teaching technique, or an appropriate technology application.
2. Receive recognition from the teaching community outside the University for the quality of teaching or pedagogical developments.
3. Demonstrate that the majority of students score at or above the mean on a nationally-normed assessment instrument, such as the Major Field Achievement Test (MFAT) or American Chemical Society (ACS) Standardized Exams, etc.
4. Demonstrate leadership in improving or maintaining the quality of the department's instructional program by obtaining external certification of a course, directing a significant implementation of externally validated pedagogical techniques, participating in extramural teaching, or other activities.
5. Receive external funding for improvement of teaching or new course development. With sufficient documentation, significant internal funding could be considered here as well.
6. Demonstrate that nationally-normed student evaluations of instruction are consistently in the upper 30 percent.

B. Additional Evidence of Effective Teaching

1. Present evidence that the individual is remaining current in subject matter or in the techniques of teaching. Evidence can come from courses completed, workshops attended, seminars attended, or special studies undertaken.

2. Improve courses by incorporating new methods or instructional aids, or reorganizing course content to improve student learning. Indicate if an improvement was influenced by activities in B1.
3. Receive recognition at either the College or University level for the quality of teaching or pedagogical developments.
4. Be considered by peers to be a superior teacher.
5. Develop a new course.
6. Submit or receive grants for improvement of teaching, new course development or program development.
7. Demonstrate that student evaluations of instruction are consistently average or above.
8. Demonstrate that student evaluations of instruction are used to improve teaching.
9. Chair a Master's thesis or non-thesis committee.
10. Supervise internships, independent studies, student research, and/or other off-load teaching activity. The candidate must document his/her level of involvement in these activities.

C. Good Teaching Practices

1. Provide students with current, organized, and coherent course presentations, instructional materials, and exams.
2. Develop a syllabus that includes course objectives.
3. Provide adequate office hours.
4. Provide students with timely performance evaluations.

Good: The candidate must do all level C activities and do at least two level B activities.

Superior: The candidate must do all level C activities and be substantially involved* in level B activities.

Outstanding: The candidate must do all level C activities, be substantially involved* in level B activities, and demonstrate at least one quality level A activity.

*To be “substantially involved” in level B activities means more involvement in terms of both quantity and quality than is required at this level for a rating of good.

II. **Examples of Evaluative Evidence of Professional Growth and Scholarly Activity**

A. **Activities Requiring External Peer Evaluations**

1. Publish an article in a peer-reviewed journal.
2. Author a discipline-oriented book.
3. Contribute a chapter to a discipline-oriented book.
4. Serve as a journal editor.
5. Present an invited paper at a professional meeting.
6. Receive an externally-funded grant.
7. Receive a sabbatical leave requiring external review.
8. Obtain research support from another university, government agency, or industrial laboratory.
9. Receive recognition from the research community outside the University regarding the quality of scholarly research.
10. Demonstrate leadership in developing or managing a resource used by the chemical community that contributes to the body of knowledge (e.g., computational chemistry projects or scientific database management).

B. **Activities That Do Not Require External Peer Evaluation**

1. Present a contributed paper at a professional meeting.
2. Receive an internally-funded grant.

3. Submit a grant proposal.
4. Submit an article for journal publication.
5. Be involved in collaborative research with other faculty.
6. Publish in a journal that does not require peer-review.
7. Publish a review of a journal article or book.
8. Supervise student research that has the promise of leading to presentation or peer-reviewed publication.
9. Participate in a faculty exchange program.
10. Serve as a reviewer for granting agencies, journals, books, or papers.
11. Serve as a professional consultant.
12. Conduct a professional workshop or conference.
13. Receive the College Research Award.

C. Activities to Remain Current or Expand Level of Expertise

1. Participate in workshops, short courses, seminars, or professional meetings.
2. Hold membership in professional societies.
3. Be engaged in a scholarly research project that has the promise of leading to presentation and peer-reviewed publication.

Good: The candidate must do all level C activities, submit a grant proposal, publish in a peer-reviewed journal, and do at least two additional level B activities.

Superior: The candidate must do all level C activities, submit an external grant proposal, be substantially involved* in level B activities,

and

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1. publish in a peer-reviewed journal at an average rate of at least one publication per three years during the period under review,

or

2. publish in a peer-reviewed journal and demonstrate at least one other quality level A activity.

Outstanding: The candidate must do all level C activities, submit an external grant proposal, be substantially involved* in level B activities,

and

1. publish in a peer-reviewed journal at an average rate of at least one publication per three years during the period under review, as well as demonstrate at least one other quality level A activity,

or

2. publish at an average rate of at least one publication per two-year period in a peer-reviewed journal during the period under review.

*To be “substantially involved” in level B activities means more involvement in terms of both quantity and quality than is required at this level for a rating of good.

III. Examples of Evaluative Evidence of Service

A. Activities Resulting in Major Contributions to the Professional Society of the Discipline, the University Community, or to the General Public.

1. Active involvement in a regional, national, or international professional society of the discipline
 - a. Participate in the governance, administrative, or advisory functions of a professional society.
 - b. Hold office in a professional society.
 - c. Organize or chair a session at a professional meeting.

2. Leadership in service to the university.
 - a. Chair an extra-departmental committee.
 - b. Active participation on two extra-departmental committees.
 - c. Recognition of outstanding service to the university by a special letter of commendation or award from a senior university official.
3. Service to the general public.
 - a. Leadership in a significant effort to promote science literacy in the K-12 community or the general public.
 - b. Function as a science expert for a media outlet, museum, business, corporation, foundation, panel, study group, or government committee.
 - c. Testify as an expert witness.

B. Participation on Extra-Departmental Committees, Leadership on a Departmental Committee, and Other Service

1. Chair a departmental committee that makes a significant contribution to the department's instructional program or overall operation.
2. Active participation on one extra-departmental committee.
3. Serve as a member of the Faculty Senate.
4. Serve as a faculty advisor or sponsor of a student organization.
5. Contribute to a service activity (workshop, seminar, Master of Natural Science (MNS) committee, interdisciplinary studies committee, etc.) designed for constituencies within the college, University, or general public.
6. Attendance at professional society meetings in the discipline.
7. Receive the College Service Award.

C. Participation on Departmental Committees and in Other Departmental Activities

1. Assist the Department or University in student recruiting and advising activities.
2. Participate in commencement activities, honors programs, etc.
3. Participate in the departmental committee system and in special departmental activities.

Good: The candidate must do all level C activities and a level B activity.

Superior: The candidate must do all level C activities and be substantially involved * in level B activities.

Outstanding: The candidate must do all level C activities, be substantially involved* in level B activities, and demonstrate at least one quality level A activity.

*To be “substantially involved” in level B activities means more involvement in terms of both quantity and quality than is required at this level for a rating of good.

IV. Minimum Levels of Performance for Tenure and/or Promotion in Academic Rank

Professor: Two ratings of superior and a rating of outstanding.

Associate Professor A rating of superior in teaching, a rating of superior in professional growth and scholarly activity, and a rating of good in service.

Assistant Professor: A rating of good in all three areas.