

**DEPARTMENT OF CHEMISTRY
PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY**

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Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

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INTRODUCTION

1 The Department of Chemistry has formulated these promotion and tenure policies in conformity
2 with the minimum general requirements set forth by the Board of Regents of the University
3 System of Georgia and with the policies outlined in the current Promotion and Tenure Manual of
4 the College of Arts and Sciences. Before a candidate for promotion and/or tenure in the
5 Department of Chemistry can be nominated by the Departmental Advisory Committee for
6 Promotion and Tenure for consideration by the Dean's Advisory Area Committee on Promotion
7 and Tenure, the individual must be judged to have met the standards and guidelines given in the
8 current Promotion and Tenure Manual of the College of Arts and Sciences and the supplemental
9 criteria listed in this document, and be on the appropriate trajectory. Any faculty member who
10 might be considered for promotion and/or tenure should study carefully the criteria,
11 requirements, and procedures that are outlined in both documents.

12 The Department of Chemistry will nominate for promotion and/or tenure only those
13 candidates who present evidence of significant achievements in Professional Development
14 (research) and Teaching. Strong and creative service contributions that promote the common
15 goals and general welfare of the department can strengthen a candidate's record and are highly
16 desirable; a sound service record is required for promotion. For candidates hired with specified
17 expectations, they would be evaluated based on the pre-set criteria in the offer letter.

18

19 **Overview**

20 The goal of this document is to elaborate the criteria and policies for promotion and
21 tenure in the Department of Chemistry at Georgia State University. To that end, this document
22 attempts to be entirely consistent with University and College policies on promotion and tenure.
23 In the event of conflict, the University and College policies will take precedence. In many
24 instances, wording in this document mirrors that in the University and College policies and
25 procedures to enhance a single point of view in the various documents.

26 The Department of Chemistry is a complex and multifaceted organization with a wide
27 variety of responsibilities in professional development (research), teaching, and service. Meeting
28 these responsibilities requires the collegial and conscientious participation of all faculty in all
29 aspects of the departmental operations and programs. This document outlines the important
30 aspects of collegial participation in the Department, with specific emphasis on the recognition of
31 this in promotion and/or tenure.

32 General criteria for evaluating candidates for promotion and tenure are discussed at the
33 beginning of Section IV of the College of Arts and Sciences Promotion and Tenure Manual.
34 Faculty may not participate in appointment, mentoring or promotion and tenure
35 recommendations if there exists a significant conflict of interest. Conflicts of interest include
36 personal and professional interactions and relationships that would preclude objective and
37 unbiased assessment of a candidate's efforts.

38

39 **SUPPLEMENTAL GUIDELINES FOR EVALUATING CANDIDATES**
40 **FOR**
41 **PROMOTION AND TENURE**
42 **DEPARTMENT OF CHEMISTRY**

43
44 **Review for Promotion and/or Tenure**

45 The timing of the review for promotion and tenure, as well as the details of the
46 documentation, will follow that outlined in the University and the College of Arts and Sciences
47 manuals. The review will assess the candidate's Professional Development, Teaching, and
48 Service. More detailed descriptions of these three areas are in the sections that follow.

49 **Assessment of Professional Development**

50 Professional development, defined as research or scholarship, is one of the fundamental
51 aspects of the Department of Chemistry. The Department distinguishes between routine and
52 innovative research efforts as judged by the candidate's peers at the University and elsewhere, as
53 reflected in the outside review letters. The principal standard is quality with the appropriate
54 number of publications. A candidate's scholarship is affected by many factors, including the
55 nature of the research. All factors will be taken into account in evaluating the candidate's
56 accomplishments. It is the responsibility of the candidate to present a research plan that is both
57 ambitious and feasible.

58 In Professional Development, the bar of *excellent* must be met or surpassed for a
59 candidate to be recommended for: tenure and promotion to Associate Professor; tenure at the
60 rank of Associate Professor; promotion to Professor; or tenure at the rank of Professor. To
61 satisfy this, the candidate must have publications and appropriate grant support. Publications are
62 defined as the appropriate number of quality papers for the area in major peer reviewed journals,
63 invited chapters, and/or books appropriate to chemistry. For Chemical Education faculty,
64 discipline relevant, peer reviewed electronic databases and other web-based applications and
65 curricula will be considered. Grant support must be nationally competitive and peer-reviewed.

66 Normally, the candidate must be the P.I. or equivalent on a minimum of one national level grant.
67 Seed grants are generally not sufficient to obtain an *excellent* rating. However, if there is a clear
68 upward trend in the candidate's research program, which is perceived to be nationally
69 competitive and this view is supported by the external letters, then seed grants and/or indication
70 of serious effort to secure funding may be considered grounds for promotion to the rank of
71 Associate Professor and tenure. Grants for Chemical Education candidates may also come
72 broadly from national, state, and local sources, and may have limited or no peer review.
73 Although education grants usually fall into the category of Teaching rather than Professional
74 Development, Chemical Education faculty may count them toward either Professional
75 Development or Teaching, but not both.

76 The candidate for promotion and/or tenure must submit a dossier containing evidence of
77 professional development organized according to the categories of professional development
78 listed in the college manual (section V.E.).

79 **Additional Considerations and Notes**

- 80 1. Scholarship is indicated most clearly by publications in refereed journals. It is difficult to
81 rank the quality of journals accurately in relation to the published research area.
82 However, it is clear that some journals have more impact than others, and the Department
83 will take this into account in assessing the candidate's productivity. The quality and
84 quantity of citations of the candidate's research publications will also be assessed. It is
85 recognized that each research area will have different expectations in regard to numbers
86 of publications and importance of specific journals.
- 87 2. The Department of Chemistry values collaboration both within Georgia State and with
88 colleagues at other institutions. Such collaborations can allow rapid progress in research.
89 A balance of collaborative and independent research efforts in research is useful.
90 Candidates with co-authored works should clearly indicate their contribution to the
91 works. The evaluative committees will incorporate assessment of these contributions in

- 92 its evaluation. The candidate must have an independent research program to be
93 considered for promotion and/or tenure.
- 94 3. Grant support is a significant indication of research productivity. Candidates for tenure
95 should have a demonstrated ability to attract funding, especially from federal agencies or
96 nationally competitive major funding sources. Funding as a Co-P.I. is of value, but the
97 candidate must have competitive funding as the P.I. for the individual's independent
98 research program. Normally, to be considered for Promotion to Associate Professor with
99 Tenure, the candidate must have major funding (minimum of one major national-level
100 grant) in place as the P.I. It is recognized that the level of funding will be a function of
101 the area of research. As discussed previously, seed grants and/or indication of serious
102 effort to secure funding may be considered grounds for promotion to the rank of
103 Associate Professor with Tenure. There must, however, be a clear upward trend in the
104 candidate's research program.
- 105 4. Invited seminars and presentations (abstracts), if travel funds are provided, are also an
106 indication of scholarship. Secondary indications are contributed presentations and
107 presentations by students and other research associates of the candidate.
- 108 5. Patents for materials, processes, and instruments are also an indication of productivity.
- 109 6. Election to offices, committee activities, and important service to professional
110 associations and learned societies, including editorial work and peer reviewing as related
111 to research and other creative activities, also indicate the scholarly efforts of the
112 candidate.
- 113 7. For a Chemical Education candidate, it is also appropriate to discuss workbooks and
114 related materials that the candidate has developed that are not necessarily published, but
115 have been adopted and used effectively by K-12 teachers and students, or university level
116 students or instructors. (Evidence of teaching effectiveness and positive impact of the
117 materials must be provided by the candidate. Consult the next section for details
118 regarding "evidence of teaching effectiveness.")

119 8. Scholarly effort and achievement are also reflected by membership on editorial boards of
120 significant chemical journals, service as a referee for those journals, or service on review
121 boards for funding agencies. Other factors include service as an ad hoc reviewer for
122 journals and granting agencies, a symposium convener, an invited presenter, and
123 presentations at scientific meetings.

124
125 **Assessment of Teaching**

126 Teaching communicates the discipline of chemistry to students, develops in them an
127 excitement about the molecular structure of the world around them, and trains them to be skilled
128 and responsible members of a profession. In Teaching, the bar of *excellent* must be met or
129 surpassed for a candidate to be recommended for tenure and/or promotion at all levels. To
130 satisfy this, the candidate must fulfill three conditions. First, introduce a new course or else
131 significantly revise, improve, and update an existing course by generating a new teaching
132 portfolio. Second, develop research projects for graduate students, and possibly undergraduate
133 students and/or postdoctoral fellows. These students (and postdoctoral fellows) must receive
134 appropriate and effective mentoring. Third, in courses taught, the candidate must have
135 appropriate grade distributions, appropriate DFW rates, and appropriate student perceptions or
136 student exam scores. Standardized student exam scores, when available, will be considered in
137 comparison to the Department's normal statistics for the course level. Special consideration will
138 be given for CTW courses that are well taught. Student performance and honors are applicable.
139 Results on ACS national exams meet Departmental goals and expectations as set by area
140 committee and with previous results used as standards. Teaching effectiveness will be assessed
141 in its totality for this item.

142 The candidate for promotion and/or tenure must submit evidence of teaching
143 effectiveness that includes, but goes beyond, the results of student evaluations. The candidate
144 must include representative examples of teaching effectiveness in the dossier organized
145 according to the categories of teaching listed in the college manual (section V.F.). This evidence
146 might include the following:

- 147 1. Representative syllabi and other handouts given to students.
- 148 2. Selected examinations and quizzes.
- 149 3. Development of innovative courses, preparation of innovative teaching materials, or
150 teaching techniques.
- 151 4. Laboratory protocols and manuals authored or collated by the candidate, especially if
152 these include significant revision of the current documents.
- 153 5. Student evaluation summaries and representative student comments that indicate the
154 instructor's abilities to enhance student interest and to stimulate work and achievement by
155 students. Evidence should be presented for each course taught that has been evaluated
156 during the last three years.
- 157 6. Results of standardized exams given to the students, such as ACS standardized exams.
- 158 7. A list of research projects, theses, and dissertations directed.
- 159 8. An outline of other student accomplishments, such as publications in peer reviewed
160 journals and presentations at professional meetings.
- 161 9. Publication of papers on Teaching and presentation of papers on teaching at professional
162 conferences.
- 163 10. Receipt of competitive grants or contracts to fund innovative teaching activities or to
164 fund stipends for students.
- 165 11. Membership on dissertation/thesis committees.
- 166 12. Membership on panels to judge proposals for teaching grants or contracts programs;
167 participation in textbook development.
- 168 13. Membership on examination committees

169 14. Honors or special recognitions for teaching accomplishments.

170

171 **Assessment of Service**

172 Service is key to the functioning of the Department. However, the Department realizes that
173 extensive service, especially for untenured faculty, can decrease their potential for professional
174 development and teaching. It is thus expected that candidates will perform service requests
175 competently and in a timely fashion, but that the Department will minimize requests for service
176 from untenured faculty. The candidate's service is generally kept to a minimum before tenure in
177 order that they are able to establish a vigorous record of professional development and teaching.

178 In Service, the bar of *good* must be met or surpassed for a candidate to be recommended
179 for promotion to and/or tenure at the rank of Associate Professor. For promotion to and/or
180 tenure at the rank of Professor, the bar of *very good* must be met or surpassed. To be considered
181 *good*, the candidate must meet minimum Departmental obligations and requests in an effective
182 manner. In doing so, the candidate exhibits acceptable citizenship and minimum leadership
183 within the department. To be considered *very good*, the candidate must play an effective role in
184 the Department, meet Departmental obligations effectively and constructively, and also play an
185 active role in College and/or University level affairs. In doing so, the candidate exhibits
186 constructive citizenship and displays Departmental leadership.

187 The candidate for promotion and/or tenure must submit evidence of effective service
188 organized according to the categories of service listed in the college manual (section V.G.).
189 Departmental service obligations that need to be effectively handled are the following:

190 (a) Safety is always of primary concern in a chemistry department. It is expected that
191 the candidate will maintain the highest safety standards at all times.

192 (b) Research productivity is strongly affected by access to state-of-the-art,
193 functioning equipment. It is expected that the candidate will take a vigorous role

194 in making sure that Departmental equipment is in working order, both by
195 overseeing equipment purchase and repair, and by training students and research
196 associates carefully in the use of equipment.

197 (c) Graduate recruitment often falls to the untenured faculty, in part due to most
198 candidates' recent graduate school experience and in part due to the necessity to
199 attract graduate students to start a research group. Candidates should monitor
200 their efforts in the area with feedback from the Chair and mentor.

201 (d) Attending seminars and meeting with speakers

202 (e) Committee assignments

203 (f) Departmental report writing, including sections of Departmental level proposals

204 (g) Oversight of staff
205

206 **DEPARTMENTAL ADVISORY COMMITTEE ON PROMOTION AND TENURE**

207 The Departmental Advisory Committee on Promotion and Tenure will be composed of
208 all tenured Professors in the Department excluding the Chair, Associate Chair, and faculty who
209 are serving on College or University level Promotion and Tenure Committees. The Chair of the
210 Department will appoint one of the members of the Committee as the Chair of the Committee for
211 each candidate. For evaluation of those faculty members being considered for promotion to
212 and/or tenure at the rank of Professor, the Departmental Advisory Committee on Promotion and
213 Tenure will review all credentials and make a recommendation to the Chair of the Department
214 using the promotion and/or tenure procedures adopted by the Department of Chemistry in accord
215 with the Promotion and Tenure Manual of the College of Arts and Sciences.

216 For tenure-track candidates, the Departmental Committee of the Whole will be composed
217 of all tenured Professors and Associate Professors in the Department excluding the Chair,
218 Associate Chair, and faculty who are serving on College or University level Promotion and
219 Tenure Committees. For evaluation of those faculty members being considered for promotion
220 and/or tenure to the rank of Associate Professor, the Departmental Committee of the Whole will

221 review all credentials and make a recommendation to the Chair of the Department using the
222 promotion and tenure procedures adopted by the Department of Chemistry in accord with the
223 Promotion and Tenure Manual of the College of Arts and Sciences. In its work the Committee
224 of the Whole will employ the Departmental Advisory Committee on Promotion and Tenure as a
225 subcommittee.

226 Duties of the Departmental Advisory Committee on Promotion and Tenure as a
227 subcommittee of the Committee of the Whole include the following:

- 228 1. Ensure that all Departmental, College, and University required processes, procedures, and
229 reports are properly executed.
- 230 2. Provide a list of outside reviewer names to the Chair of the Department for assessment of
231 tenure track candidates.
- 232 3. Review and evaluate the record of each candidate using the promotion and/or tenure
233 procedures adopted by the Department of Chemistry.
- 234 4. Provide written recommended evaluations and supporting analyses based on its review
235 and evaluation of each candidate to the Committee of the Whole after meeting as a group.
- 236 5. Submit to the Chair of the Department a written statement, signed by members of the
237 Committee of a Whole, of the recommendation of each candidate by the Committee of
238 the Whole along with a detailed justification of it.

239

240 Duties of the Departmental Committee of the Whole include the following:

- 241 1. Review and evaluate the record of each candidate using the promotion and tenure
242 procedures at the Associate Professor level adopted by the Department of Chemistry.
- 243 2. Meet with the Department Advisory Committee for each candidate to arrive at a
244 recommendation in the areas of Professional Development, Teaching, and Service.
- 245 3. Sign a Majority or Minority letter for each candidate.
- 246 4. The letters in step 3 should provide appropriate analyses and justifications for its
247 evaluations and recommendation.

- 248 5. The written statement of the evaluations and recommendation by the Committee of the
249 Whole that is provided to the Chair of the Department must be signed by the Chair of the
250 Departmental Advisory Committee (for authentication purposes) and by all members of
251 the Committee of the Whole who agree with the overall recommendation.
- 252 6. Committee members who do not sign the written statement are encouraged (but not
253 required) to provide signed separate letters (minority report) indicating their
254 recommendations and the reasons for these recommendations.
- 255 7. The written statement and all separate letters from the Committee of the Whole must be
256 sent to the Chair of the Department and then to the College Area Committee as required
257 by the Promotion and Tenure Manual of the College of Arts and Sciences.

258

259 Other duties of the Departmental Advisory Committee include the following:

- 260 1. Provide a written annual review to the Chair of the Department for each non-tenured
261 faculty member serving in a tenure track position until the tenure decision is reached.
- 262 2. Provide written three-year pre-tenure reviews for each non-tenured faculty member
263 serving in a tenure track position using the promotion and tenure procedures adopted by
264 the Department of Chemistry in accord with the Promotion and Tenure Manual of the
265 College of Arts and Sciences.

266

267 **PROMOTION TO AND/OR TENURE AT THE RANK OF ASSOCIATE PROFESSOR**

268 Before a faculty member can be nominated to the rank of Associate Professor with
269 tenure, he/she normally must have served as an Assistant Professor at Georgia State University
270 for not less than five years (see provisions for eligibility and credit in the college manual, section
271 II) unless the candidate received tenure elsewhere. Outside reviewers will be asked to provide
272 letters before the initiation of the Departmental review process. All candidates recommended for
273 promotion to and/or tenure at the rank of **Associate Professor** must be evaluated as at least
274 ***excellent in both professional development and teaching. Service must be evaluated as at***

275 **least good.** In addition, the candidate must be evaluated to be on a trajectory in both
276 professional development and teaching, which will support successful progress toward the rank
277 of professor.

278 The Departmental Committee of the Whole and the Chair of the Department
279 independently evaluate the credentials of all candidates and the outside reviewer letters with all
280 deliberations to be completed according to the College calendar. The Departmental Committee
281 of the Whole in judging professional development determines if the candidate has developed an
282 independent research program of national reputation that has resulted in publications in major
283 peer-reviewed journals. At a minimum, the successful candidate is expected to have published
284 (or have manuscripts in press) an appropriate number of such articles or papers based on research
285 conducted while at Georgia State University. A candidate also must have a record of extramural
286 grant support (as P.I.) for the individual's independent research program. When major funding
287 has not been secured, evidence of vigorous and consistent efforts to secure such extramural funds
288 from national agencies and/or foundations will be considered. Indication of effort to secure
289 funding may include reviewers' comments on proposals. If a candidate elects to submit these for
290 any proposal, the complete set of comments and scores received from the agency must be made
291 available to the committee.

292 Candidates with a primary contract (or mission) in the area of Chemical Education must
293 provide evidence of scholarly achievement in chemical education or chemical research or both.
294 Evidence of the development of successful liaison programs with other Departments, Colleges,
295 and sectors of the public schools system may be presented. The documentation of these liaison
296 programs should include evidence of vigorous involvement and success in procurement of
297 internal and extramural support for program implementation.

298 For a rating of *excellent* in teaching, a candidate should exhibit teaching competence,
299 enthusiasm, effectiveness and sound standards in both the undergraduate and the graduate
300 programs. Involvement in teaching at both the undergraduate and graduate levels is strongly
301 recommended by the Department for demonstration of excellence in teaching. Data to be

302 reviewed by the Promotion and Tenure Committee include: syllabi, examinations, and student
303 evaluations, as well as numbers of students directed in independent studies (e.g., Chem 4160,
304 Chem 4170, Chem 4950, Chem 8900, Chem 8910, Chem 8999, and Chem 9999). Candidates
305 are required to turn in evidence of teaching effectiveness as part of the dossier. Information
306 about graduate students who have successfully completed their degrees, as well as those who
307 show successful progress toward a degree, by passing their qualifying exams and writing
308 approved thesis or dissertation proposals, will also be reviewed. The quality of the students and
309 publications will be considered more than the number of students. Evidence for an evaluation of
310 *excellent* in Teaching may be on the basis of recognition of teaching-relevant publications and
311 grants.

312 For an evaluation of *good* in service, the faculty member should strive for a sound service
313 record. Membership on Departmental and/or College/University Committees, and membership
314 on committees of professional organizations are among activities reviewed in promotion
315 considerations by the Department (these activities may also indicate professional recognition in
316 certain cases). If a candidate has been given credit for service at other institutions at the time of
317 his/her appointment at Georgia State University, any work done during the period for which
318 probationary credit for tenure is given will be included in the consideration for promotion and
319 tenure at Georgia State University. Any work done prior to any promotion at the former
320 institution will not be considered for promotion of that candidate at Georgia State University.
321 Assistant Professors may be judged to have performed service suitable for promotion to the
322 Associate rank by effective service at the Departmental level.

323 Candidates with a primary contract (or mission) in the area of chemical education must
324 present evidence of scholarly achievement in this specialized area. Evidence of the development
325 of successful liaison programs with other Departments, Colleges, and sectors of the public school
326 system may be presented. The documentation of these liaison programs should include evidence
327 of vigorous involvement and success in procurement of internal and extramural support for
328 program implementation.

329 **PROMOTION TO AND/OR TENURE AT THE RANK OF PROFESSOR**

330 Nomination for promotion to and/or tenure at the rank of Professor usually requires
331 service for five years as Associate Professor at Georgia State University. Outside reviewers will
332 be asked to provide letters before the Departmental process review. The successful candidate for
333 promotion to Professor must be rated ***excellent in professional development and teaching and***
334 ***very good in service***. Such accomplishments include the establishment and maintenance at
335 Georgia State University of an independent research program that has consistently received
336 extramural funds from state or national agencies, industries, or foundations. The recognition of
337 the candidate's expertise as evidenced by a history of publication in quality journals should
338 exceed that required for a recommendation to the rank of Associate Professor. Accomplishments
339 in research as documented by national recognition, coupled with required achievements in
340 teaching and a major service role, may warrant promotion to Professor. Applicable
341 accomplishments in research could include a substantial history of significant (major) extramural
342 support for the research program coupled with unusually high productivity evidenced by
343 publication of peer reviewed articles.

344 Similarly, an evaluation of *excellent* in the area of teaching is required for promotion to
345 Professor. As discussed previously, this requires course development, development of research
346 projects for students and postdoctoral fellows, and strong evidence of teaching effectiveness.

347 Also, a service rating of *very good* is necessary for promotion to Professor. The service
348 expectations are higher for promotion to Professor than to Associate Professor. As discussed
349 previously, to be considered *very good*, the candidate must satisfy departmental obligations in an
350 effective and constructive manner. In addition, they must also be actively involved in service at
351 the College and/or University level and in the academic discipline.

352 If a candidate has been given credit for service at other institutions at the time of his/her
353 appointment at Georgia State University, any work done during the period for which
354 probationary credit is given will be included in the consideration for promotion and/or tenure at

355 Georgia State University. Any work done prior to any promotion at the former institution will
356 not be considered for promotion of that candidate at Georgia State University. A candidate for
357 promotion to Professor must submit his/her credentials to the Departmental Advisory Committee
358 on Promotion and Tenure in basically the same format in which these credentials are submitted
359 to the College Area Advisory Committee on Promotion and Tenure. The Department may
360 recommend specialized guidelines and a modified format for the documents to facilitate
361 evaluation of credentials in Chemistry.

362
363
364

**APPENDIX I:
Ratings Guidelines for Pre-Tenure Review**

365 **A. Professional Development**

366
367 In what follows, publications are defined as the appropriate number of quality papers for the area
368 (organic, analytic, biochemistry, biophysical) in major peer reviewed journals, invited chapters,
369 and/or books appropriate to chemistry. Grants are nationally competitive and peer-reviewed.

370
371 **Poor:** The faculty member maintains no research program with no publications, presentations,
372 or grants.

373
374 **Fair:** The faculty member maintains a limited research program. This may consist of occasional
375 publications or meeting presentations.

376
377 **Good:** The faculty member maintains a small, but growing research program. This may consist
378 of some publications or grants.

379
380 **Very Good:** The faculty member's research program is growing and is nationally competitive,
381 with publications and modest grants.

382
383 **Excellent:** The faculty member's research program is recognized nationally, or there are clear
384 indications that the faculty member is well on the way to establishing a nationally recognized
385 research program, evidenced by significant publications and grants.

386
387 **Outstanding:** The faculty member maintains an internationally recognized research program
388 with publications, grants, and awards/prizes. The faculty member must also be an invited
389 speaker at major national or international conferences, or at important national or international
390 workshops.

391

392 **B. Teaching**

393

394 Six items play a major role in the assessment of teaching for tenure track Chemistry faculty,
395 which are listed below.

396

397 (a) Develop new courses or make substantial contributions in modifying existing courses;
398 develop research projects for undergraduate and graduate students.

399 (b) Receive appropriate student perceptions compared to the departmental four year average
400 for the area and course level.

401 (c) Receive instructional grant funds. Fellowships and/or stipends for students or postdocs
402 which are part of external research grants are applicable.

403 (d) Have publications in instructional journals relevant to teaching.

404 (e) Demonstrate instructional creativity.

405 (f) Have appropriate grades, drop rates, or student exam scores. Department's normal
406 statistics for each level of courses will be used as the standard. Student performance and
407 honors are also considered. Results on American Chemical Society, ACS, exams should
408 meet Departmental goals (median about 60 percentile nationally) and expectations.

409

410 **Poor:** The faculty member is a substandard and ineffective teacher in need of significant
411 improvement. None of the six items listed above are fulfilled.

412

413 **Fair:** The faculty member is a substandard teacher with limited positive effect on students.

414

415 **Good:** The faculty member's instructional performance is adequate but not distinctly positive.
416 Two of the six items listed above are fulfilled, including (b).

417

418 **Very Good:** The faculty member's record demonstrates effectiveness in the classroom and in
419 mentoring students, with involvement in instructional development. Three of the six items listed
420 above are fulfilled, including (a) and (b).

421

422 **Excellent:** The faculty member's record demonstrates evidence of an highly effective,
423 innovative, and engaged teacher. Four of the six items listed above are fulfilled, including (a),
424 (b), and (f).

425

426 **Outstanding:** In addition to the criteria stated above for a rating of *excellent*, the faculty member
427 is recognized as a national leader in instructional development, as evidenced by, for example,
428 effective training of students and postdocs for future careers in education. Five of the six items
429 listed above are fulfilled, including (a), (b), and (f).

430

431 **C. Service**

432

433 Service to the Department or College is expected to be minimal in the junior faculty member's
434 first three years so that they can concentrate on professional development and teaching.

435 Departmental service responsibilities and obligations include: (a) maintaining the highest safety
436 standards in research and instruction, (b) play a vigorous role in maintaining Departmental
437 equipment and training students and research associates in the use of that equipment, (c) assist in
438 graduate recruitment, (d) attending seminars and meeting with speakers, (e) play an active role in
439 committees to which they are assigned including student review and exam committees, (f) assist
440 in Departmental report writing, including Departmental level proposals, (g) oversight of staff, (h)
441 membership on thesis/dissertation committees.

442

443 **Poor:** The faculty member is a negative leader in need of major improvement. Their actions
444 hinder the department rather than help it.

445

446 **Fair:** The faculty member is a substandard leader in need of improvement. He/she does not
447 meet Departmental obligations in a timely manner.

448

449 **Good:** The faculty member provides minimal leadership and acceptable citizenship.
450 Departmental obligations, which may be minimal, are fulfilled effectively.

451

452 **Very Good:** The faculty member provides leadership to the department and helpful citizenship.
453 Departmental obligations are fulfilled effectively. In addition, the faculty member serves
454 effectively at the college, university, university-system level, or in a professional organization.

455

456 **Excellent:** The faculty member has served a major effective role, such as an administrative role,
457 at the department, college, university, or university-system level. In addition, the faculty member
458 serves effectively in a professional organization and may hold a leadership position.

459

460 **Outstanding:** The faculty member is a major effective department, college, university, or
461 university-system leader, who also serves as a leader in one or more professional organizations.

462 **APPENDIX II:**
463 **Ratings Guidelines for Post-Tenure Review**
464

465 **A. Professional Development**
466

467 In what follows, publications are defined as the appropriate number of quality papers for the area
468 (organic, analytic, biochemistry, biophysical) in major peer reviewed journals, invited chapters,
469 and/or books appropriate to chemistry. Grants are nationally competitive and peer-reviewed.
470

471 **Poor:** The faculty member maintains no research program with no publications, presentations,
472 or grants.
473

474 **Fair:** The faculty member maintains a limited research program. This may consist of occasional
475 publications or meeting presentations.
476

477 **Good:** The faculty member maintains a small research program. This may consist of some
478 publications or grants.
479

480 **Very Good:** The faculty member's professional development profile may indicate steady
481 development that falls short of achievement or maintenance of a nationally recognized
482 research program. The faculty member may have high quality papers in major peer
483 reviewed journals, seed grants or small external grants, and significant professional
484 service.
485

486 **Excellent:** The faculty member continues to maintain and advance a nationally recognized
487 research program, as evidenced by a track record of significant publications, a sustained level of
488 grant support, invited presentations and substantial professional service beyond that required for
489 a recommendation to the rank of associate professor.
490

491 **Outstanding:** The faculty member has achieved eminence in his or her field internationally,
492 with a track record of significant publications, a sustained level of grant support, prominent
493 invited presentations, substantial professional service, and awards/prizes or other significant
494 recognitions.

495 **B. Teaching**

496

497 Six items play a major role in the assessment of teaching for tenure track Chemistry faculty,
498 which are listed below.

499

500 (a) Develop new courses or make substantial contributions in modifying existing courses;
501 develop research projects for undergraduate and graduate students.

502 (b) Receive appropriate student perceptions compared to the departmental four year average
503 for the area and course level.

504 (c) Receive instructional grant funds. Fellowships and/or stipends for students or postdocs
505 which are part of external research grants are applicable.

506 (d) Have publications in instructional journals relevant to teaching.

507 (e) Demonstrate instructional creativity.

508 (f) Have appropriate grades, drop rates, or student exam scores. Department's normal
509 statistics for each level of courses will be used as the standard. Student performance and
510 honors are also considered. Results on American Chemical Society, ACS, exams should
511 meet Departmental goals (median about 60 percentile nationally) and expectations.

512

513 **Poor:** The faculty member is a substandard and ineffective teacher in need of significant
514 improvement. None of the six items listed above are fulfilled.

515

516 **Fair:** The faculty member is a substandard teacher with limited positive effect on students.

517

518 **Good:** The faculty member's instructional performance is adequate but not distinctly positive.
519 Two of the six items listed above are fulfilled, including (b).

520

521 **Very Good:** The faculty member's record demonstrates effectiveness in the classroom and in
522 mentoring students, with involvement in instructional development. Three of the six items listed
523 above are fulfilled including (a) and (b).

524

525 **Excellent:** The faculty member's record demonstrates evidence of a highly effective,
526 innovative, and engaged teacher, who provides major leadership in development of instruction in
527 the department and/or in the larger university community. Four of the six items listed above are
528 fulfilled including (a), (b), and (f). Normally, the record should demonstrate significant and
529 highly effective involvement in the direction of individual student work (second part of item a)
530 beyond that which is expected at the junior faculty level.

531

532 **Outstanding:** In addition to the criteria stated above for a rating of excellent, the faculty
533 member is recognized as a national leader in instructional development, as evidenced by, for
534 example, training of students and postdocs for future careers in education. Five of the six items
535 listed above are fulfilled including (a), (b), and (f).

536

537 **C. Service**

538

539 Departmental service responsibilities and obligations include: (a) maintaining the highest safety
540 standards in research and instruction, (b) play a vigorous role in maintaining Departmental
541 equipment and training students and research associates in the use of that equipment, (c) assist in
542 graduate recruitment, (d) attending seminars and meeting with speakers, (e) play an active role in
543 committees to which they are assigned including student review and exam committees, (f) assist
544 in Departmental report writing, including Departmental level proposals, (g) oversight of staff, (h)
545 membership on thesis/dissertation committees.

546

547 **Poor:** The faculty member is a negative leader in need of major improvement. Their actions
548 hinder the department rather than help it.

549

550 **Fair:** The faculty member is a substandard leader in need of improvement. He/she does not
551 meet Departmental obligations in a timely manner.

552

553 **Good:** The faculty member provides minimal leadership and acceptable citizenship.
554 Departmental obligations, which may be minimal, are fulfilled effectively.

555

556 **Very Good:** The faculty member provides leadership to the department and helpful citizenship.
557 Departmental obligations are fulfilled effectively. In addition, the faculty member serves
558 effectively at the college, university, university-system level, or in a professional organization.

559

560 **Excellent:** The faculty member has served a major effective role, such as an administrative role,
561 at the department, college, university, or university-system level. In addition, the faculty member
562 serves effectively in a professional organization and may hold a leadership position.

563

564 **Outstanding:** The faculty member is a major effective department, college, university, or
565 university-system leader, who also serves as a leader in one or more professional organizations.