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

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

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

Overview

The goal of this document is to elaborate the criteria and policies for promotion and tenure in the Department of Chemistry at Georgia State University. To that end, this document attempts to be entirely consistent with University and College policies on promotion and tenure. In the event of conflict, the University and College policies will take precedence. In many instances, wording in this document mirrors that in the University and College policies and procedures to enhance a single point of view in the various documents.
The Department of Chemistry is a complex and multifaceted organization with a wide variety of responsibilities in professional development (research), teaching, and service. Meeting these responsibilities requires the collegial and conscientious participation of all faculty in all aspects of the departmental operations and programs. This document outlines the important aspects of collegial participation in the Department, with specific emphasis on the recognition of this in promotion and/or tenure.

General criteria for evaluating candidates for promotion and tenure are discussed at the beginning of Section IV of the College of Arts and Sciences Promotion and Tenure Manual. Faculty may not participate in appointment, mentoring or promotion and tenure recommendations if there exists a significant conflict of interest. Conflicts of interest include personal and professional interactions and relationships that would preclude objective and unbiased assessment of a candidate's efforts.
SUPPLEMENTAL GUIDELINES FOR EVALUATING CANDIDATES
FOR
PROMOTION AND TENURE
DEPARTMENT OF CHEMISTRY

Review for Promotion and/or Tenure

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

Assessment of Professional Development

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

In Professional Development, the bar of excellent must be met or surpassed for a candidate to be recommended for: tenure and promotion to Associate Professor; tenure at the rank of Associate Professor; promotion to Professor; or tenure at the rank of Professor. To satisfy this, the candidate must have publications and appropriate grant support. Publications are defined as the appropriate number of quality papers for the area in major peer reviewed journals, invited chapters, and/or books appropriate to chemistry. For Chemical Education faculty, discipline relevant, peer reviewed electronic databases and other web-based applications and curricula will be considered. Grant support must be nationally competitive and peer-reviewed.
Normally, the candidate must be the P.I. or equivalent on a minimum of one national level grant. Seed grants are generally not sufficient to obtain an excellent rating. However, if there is a clear upward trend in the candidate’s research program, which is perceived to be nationally competitive and this view is supported by the external letters, then seed grants and/or indication of serious effort to secure funding may be considered grounds for promotion to the rank of Associate Professor and tenure. Grants for Chemical Education candidates may also come broadly from national, state, and local sources, and may have limited or no peer review.

Although education grants usually fall into the category of Teaching rather than Professional Development, Chemical Education faculty may count them toward either Professional Development or Teaching, but not both.

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

Additional Considerations and Notes

1. Scholarship is indicated most clearly by publications in refereed journals. It is difficult to rank the quality of journals accurately in relation to the published research area.

   However, it is clear that some journals have more impact than others, and the Department will take this into account in assessing the candidate's productivity. The quality and quantity of citations of the candidate's research publications will also be assessed. It is recognized that each research area will have different expectations in regard to numbers of publications and importance of specific journals.

2. The Department of Chemistry values collaboration both within Georgia State and with colleagues at other institutions. Such collaborations can allow rapid progress in research. A balance of collaborative and independent research efforts in research is useful.

   Candidates with co-authored works should clearly indicate their contribution to the works. The evaluative committees will incorporate assessment of these contributions in
its evaluation. The candidate must have an independent research program to be considered for promotion and/or tenure.

3. Grant support is a significant indication of research productivity. Candidates for tenure should have a demonstrated ability to attract funding, especially from federal agencies or nationally competitive major funding sources. Funding as a Co-P.I. is of value, but the candidate must have competitive funding as the P.I. for the individual’s independent research program. Normally, to be considered for Promotion to Associate Professor with Tenure, the candidate must have major funding (minimum of one major national-level grant) in place as the P.I. It is recognized that the level of funding will be a function of the area of research. As discussed previously, seed grants and/or indication of serious effort to secure funding may be considered grounds for promotion to the rank of Associate Professor with Tenure. There must, however, be a clear upward trend in the candidate’s research program.

4. Invited seminars and presentations (abstracts), if travel funds are provided, are also an indication of scholarship. Secondary indications are contributed presentations and presentations by students and other research associates of the candidate.

5. Patents for materials, processes, and instruments are also an indication of productivity.

6. Election to offices, committee activities, and important service to professional associations and learned societies, including editorial work and peer reviewing as related to research and other creative activities, also indicate the scholarly efforts of the candidate.

7. For a Chemical Education candidate, it is also appropriate to discuss workbooks and related materials that the candidate has developed that are not necessarily published, but have been adopted and used effectively by K-12 teachers and students, or university level students or instructors. (Evidence of teaching effectiveness and positive impact of the materials must be provided by the candidate. Consult the next section for details regarding “evidence of teaching effectiveness.”)
8. Scholarly effort and achievement are also reflected by membership on editorial boards of significant chemical journals, service as a referee for those journals, or service on review boards for funding agencies. Other factors include service as an ad hoc reviewer for journals and granting agencies, a symposium convener, an invited presenter, and presentations at scientific meetings.

Assessment of Teaching

Teaching communicates the discipline of chemistry to students, develops in them an excitement about the molecular structure of the world around them, and trains them to be skilled and responsible members of a profession. In Teaching, the bar of excellent must be met or surpassed for a candidate to be recommended for tenure and/or promotion at all levels. To satisfy this, the candidate must fulfill three conditions. First, introduce a new course or else significantly revise, improve, and update an existing course by generating a new teaching portfolio. Second, develop research projects for graduate students, and possibly undergraduate students and/or postdoctoral fellows. These students (and postdoctoral fellows) must receive appropriate and effective mentoring. Third, in courses taught, the candidate must have appropriate grade distributions, appropriate DFW rates, and appropriate student perceptions or student exam scores. Standardized student exam scores, when available, will be considered in comparison to the Department's normal statistics for the course level. Special consideration will be given for CTW courses that are well taught. Student performance and honors are applicable. Results on ACS national exams meet Departmental goals and expectations as set by area committee and with previous results used as standards. Teaching effectiveness will be assessed in its totality for this item.
The candidate for promotion and/or tenure must submit evidence of teaching effectiveness that includes, but goes beyond, the results of student evaluations. The candidate must include representative examples of teaching effectiveness in the dossier organized according to the categories of teaching listed in the college manual (section V.F.). This evidence might include the following:

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

Assessment of Service

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

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

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

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

(b) Research productivity is strongly affected by access to state-of-the-art, functioning equipment. It is expected that the candidate will take a vigorous role
in making sure that Departmental equipment is in working order, both by
overseeing equipment purchase and repair, and by training students and research
associates carefully in the use of equipment.

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

(d) Attending seminars and meeting with speakers
(e) Committee assignments
(f) Departmental report writing, including sections of Departmental level proposals
(g) Oversight of staff

DEPARTMENTAL ADVISORY COMMITTEE ON PROMOTION AND TENURE

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

For tenure-track candidates, the Departmental Committee of the Whole will be composed
of all tenured Professors and Associate Professors in the Department excluding the Chair,
Associate Chair, and faculty who are serving on College or University level Promotion and
Tenure Committees. For evaluation of those faculty members being considered for promotion
and/or tenure to the rank of Associate Professor, the Departmental Committee of the Whole will
review all credentials and make a recommendation to the Chair of the Department using the promotion and tenure procedures adopted by the Department of Chemistry in accord with the Promotion and Tenure Manual of the College of Arts and Sciences. In its work the Committee of the Whole will employ the Departmental Advisory Committee on Promotion and Tenure as a subcommittee.

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

1. Ensure that all Departmental, College, and University required processes, procedures, and reports are properly executed.

2. Provide a list of outside reviewer names to the Chair of the Department for assessment of tenure track candidates.

3. Review and evaluate the record of each candidate using the promotion and/or tenure procedures adopted by the Department of Chemistry.

4. Provide written recommended evaluations and supporting analyses based on its review and evaluation of each candidate to the Committee of the Whole after meeting as a group.

5. Submit to the Chair of the Department a written statement, signed by members of the Committee of a Whole, of the recommendation of each candidate by the Committee of the Whole along with a detailed justification of it.

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

1. Review and evaluate the record of each candidate using the promotion and tenure procedures at the Associate Professor level adopted by the Department of Chemistry.

2. Meet with the Department Advisory Committee for each candidate to arrive at a recommendation in the areas of Professional Development, Teaching, and Service.

3. Sign a Majority or Minority letter for each candidate.

4. The letters in step 3 should provide appropriate analyses and justifications for its evaluations and recommendation.
5. The written statement of the evaluations and recommendation by the Committee of the Whole that is provided to the Chair of the Department must be signed by the Chair of the Departmental Advisory Committee (for authentication purposes) and by all members of the Committee of the Whole who agree with the overall recommendation.

6. Committee members who do not sign the written statement are encouraged (but not required) to provide signed separate letters (minority report) indicating their recommendations and the reasons for these recommendations.

7. The written statement and all separate letters from the Committee of the Whole must be sent to the Chair of the Department and then to the College Area Committee as required by the Promotion and Tenure Manual of the College of Arts and Sciences.

Other duties of the Departmental Advisory Committee include the following:

1. Provide a written annual review to the Chair of the Department for each non-tenured faculty member serving in a tenure track position until the tenure decision is reached.

2. Provide written three-year pre-tenure reviews for each non-tenured faculty member serving in a tenure track position using the promotion and tenure procedures adopted by the Department of Chemistry in accord with the Promotion and Tenure Manual of the College of Arts and Sciences.

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

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

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

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

For a rating of excellent in teaching, a candidate should exhibit teaching competence, enthusiasm, effectiveness and sound standards in both the undergraduate and the graduate programs. Involvement in teaching at both the undergraduate and graduate levels is strongly recommended by the Department for demonstration of excellence in teaching. Data to be
reviewed by the Promotion and Tenure Committee include: syllabi, examinations, and student evaluations, as well as numbers of students directed in independent studies (e.g., Chem 4160, Chem 4170, Chem 4950, Chem 8900, Chem 8910, Chem 8999, and Chem 9999). Candidates are required to turn in evidence of teaching effectiveness as part of the dossier. Information about graduate students who have successfully completed their degrees, as well as those who show successful progress toward a degree, by passing their qualifying exams and writing approved thesis or dissertation proposals, will also be reviewed. The quality of the students and publications will be considered more than the number of students. Evidence for an evaluation of excellent in Teaching may be on the basis of recognition of teaching-relevant publications and grants.

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

Candidates with a primary contract (or mission) in the area of chemical education must present evidence of scholarly achievement in this specialized area. Evidence of the development of successful liaison programs with other Departments, Colleges, and sectors of the public school system may be presented. The documentation of these liaison programs should include evidence of vigorous involvement and success in procurement of internal and extramural support for program implementation.
PROMOTION TO AND/OR TENURE AT THE RANK OF PROFESSOR

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

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

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

If a candidate has been given credit for service at other institutions at the time of his/her appointment at Georgia State University, any work done during the period for which probationary credit is given will be included in the consideration for promotion and/or tenure at
Georgia State University. Any work done prior to any promotion at the former institution will not be considered for promotion of that candidate at Georgia State University. A candidate for promotion to Professor must submit his/her credentials to the Departmental Advisory Committee on Promotion and Tenure in basically the same format in which these credentials are submitted to the College Area Advisory Committee on Promotion and Tenure. The Department may recommend specialized guidelines and a modified format for the documents to facilitate evaluation of credentials in Chemistry.
APPENDIX I:
Ratings Guidelines for Pre-Tenure Review

A. Professional Development

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

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

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

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

Very Good: The faculty member’s research program is growing and is nationally competitive, with publications and modest grants.

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

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

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

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

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

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

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

(e) Demonstrate instructional creativity.

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

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

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

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

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

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

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

Service to the Department or College is expected to be minimal in the junior faculty member’s first three years so that they can concentrate on professional development and teaching. Departmental service responsibilities and obligations include: (a) maintaining the highest safety standards in research and instruction, (b) play a vigorous role in maintaining Departmental equipment and training students and research associates in the use of that equipment, (c) assist in graduate recruitment, (d) attending seminars and meeting with speakers, (e) play an active role in committees to which they are assigned including student review and exam committees, (f) assist in Departmental report writing, including Departmental level proposals, (g) oversight of staff, (h) membership on thesis/dissertation committees.

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

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

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

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

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

**Outstanding:** The faculty member is a major effective department, college, university, or university-system leader, who also serves as a leader in one or more professional organizations.
APPENDIX II:
Ratings Guidelines for Post-Tenure Review

A. Professional Development

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

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

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

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

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

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

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

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

(a) Develop new courses or make substantial contributions in modifying existing courses; develop research projects for undergraduate and graduate students.
(b) Receive appropriate student perceptions compared to the departmental four year average for the area and course level.
(c) Receive instructional grant funds. Fellowships and/or stipends for students or postdocs which are part of external research grants are applicable.
(d) Have publications in instructional journals relevant to teaching.
(e) Demonstrate instructional creativity.
(f) Have appropriate grades, drop rates, or student exam scores. Department’s normal statistics for each level of courses will be used as the standard. Student performance and honors are also considered. Results on American Chemical Society, ACS, exams should meet Departmental goals (median about 60 percentile nationally) and expectations.

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

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

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

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

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

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

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

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

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

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

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

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

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