

East Tennessee State University
Department of Chemistry
Criteria for Tenure and Promotion
Approved 26 April 2018

1.0 Preamble

The following provides the criteria and methods of evaluation for tenure and promotion within the Department of Chemistry, East Tennessee State University (ETSU). These guidelines supplement the policies and procedures found within the ETSU Faculty Handbook (<http://www.etsu.edu/senate/facultyhandbook/default.aspx>).

1.1 Introduction

The Department promotes the goals of ETSU by providing high quality programs to our students, and by conducting research, scholarly activity, and service. Our goals are:

1. To assist our students in acquiring and applying chemical knowledge; to train them to understand the discipline and process of learning; and to provide them with an acute awareness of the responsibility of a professional chemist.
2. To expand the frontiers of chemistry by maintaining an active chemical research program.
3. To support our profession and community in chemistry related activities with a commitment to active and ethical service.

1.2 Pre-Tenure Evaluation of Faculty

The department uses two formal methods for evaluating tenure-track faculty during the probationary period:

1. The tenure track faculty member is required to submit annual Faculty Activity Reports (FAR's) to the department chair by September 30 each year. The chair and the Dean of the College of Arts and Sciences provide feedback as part of the annual FAR process.
2. The department conducts an internal departmental review of progress towards tenure and promotion during the third year of the faculty member's probationary period. Documentation must be submitted to the Department Chair by the tenure-track faculty member on or before April 1 of that year. The review committee will provide feedback to the faculty member, and submit a recommendation to the chair as to whether the faculty member should be allowed to continue with the probationary period.

2.0 Tenure

2.1 Overview

The granting of tenure implies the determination that the faculty member will make a continuing and significant positive contribution to the department's programs. Evaluation will be on the basis of teaching, research and scholarly activity, and service. Of these, excellence in teaching is

expected of all faculty since that is a primary mission of the department. Additionally, while a mix of activity in all three areas is generally expected, the department recognizes that the effort faculty place on these areas may differ among individuals and may change over the course of one's academic career. Some may emphasize teaching and significant service in lieu of research while others will have a greater focus on research and less so in the areas of teaching and service. While the workload distribution (e.g. a greater research focus vs. a greater teaching and service focus) of tenured faculty may be adjusted through negotiation with the chair, the workload distribution for tenure-track faculty should be stated clearly at the time of hire and should be used to evaluate the faculty member during the third-year review and the application for tenure and promotion.

2.2 Teaching

Typically, the faculty member seeking tenure is beginning a professional career. At this level, the candidate should be an effective teacher, and be willing to show improvement. Teaching effectiveness will be demonstrated at a minimum through peer evaluations and student assessments of instruction (SAI's). Development of new teaching materials and attendance at workshops may be used as additional evidence to demonstrate teaching effectiveness. Professional development in teaching skills should be regarded as an ongoing process and must be documented.

The department will maintain a file of the statistical portions of student evaluations in addition to providing the complete evaluations to the faculty member.

Regardless of the teaching assignment, all faculty are expected to:

1. Maintain a positive and constructive learning environment in the assigned courses.
2. Provide the necessary instruction so that the students may master the course material at the appropriate level.
3. Provide a timely and sufficient level of feedback.
4. Provide a rigorous and appropriate level of assessment for the course.
5. Demonstrate positive and respectful interaction with the students in the course.
6. Maintain the course content and instructional methodology to meet the expectations of the appropriate accrediting agencies and/or program review.

2.2.1 Evaluation of Teaching

The evaluation of teaching will occur through:

1. Peer review: Peer reviews should usually be conducted by faculty members within the department, but in certain cases it may be appropriate to involve a faculty member from outside the department. At least one peer review must be obtained each academic year. It is the faculty member's responsibility, in consultation with the chair, to arrange for the review; this should be arranged early in the semester. At least one review should be of a large enrollment course. The requirements for the peer reviewer are:

- a. They should be at a more senior academic rank whenever possible although reviews from colleagues at a comparable rank may be used if necessary.
- b. In addition to one class meeting, they should also review and comment on course materials (including the syllabus, lecture notes or handouts if provided to the students for the class observed, an exam, and the grading rubric (or key)).

Criteria for peer-reviews of teaching:

1. Clear evidence of advanced preparation for the class
2. Coverage of material is suited to the level of the class being taught
3. Presentation material is effectively developed and used
4. Clear awareness of student comprehension of the lecture material or failure to follow
5. Good flow of information and topic transition
6. Effective student interaction (encouraging, ask questions and promotes discussion as appropriate)
7. Syllabus provides clearly articulated learning objectives, description of course assessment items, and grading scale.
8. Exam questions and format are appropriate for the course level and adequately assess material in support of course learning objectives.

The reviewer's evaluation will assign one of three classifications:

- i. **Exceeds the criteria:** Peer evaluation has determined that the individual exceeds the requirements.
 - ii. **Meets the criteria:** Peer evaluation has determined that the faculty member meets the requirements for teaching.
 - iii. **Does not meet the criteria:** Peer evaluation has determined that the candidate does not meet the requirements for teaching.
2. SAIs: SAIs can also be used for evaluation of teaching effectiveness provided response rates are considered during interpretation. SAIs should be deemed satisfactory if there are no consistent negative comments and scores do not reflect systematic issues with student satisfaction and teaching. They should be considered less than satisfactory if there are consistent negative comments and scores reflect systematic issues with student satisfaction and teaching.
 3. Development of new courses, new course materials, or new teaching pedagogies will also be considered.

A determination of whether the faculty member meets or does not meet the criteria for teaching will be assigned on the following basis:

Meets: The faculty member meets or exceeds the criteria in each of the above areas.

Does not meet: The faculty member does not meet the criteria in the above areas.

2.3 Research and Scholarly Activity

2.3.1 Criteria for Research and Scholarly Activity

Research and scholarly activity will be evaluated on the basis of:

1. Publications
2. Funding
3. Inclusion of students in research

For the purposes of tenure, scholarly activity shall be defined as original contributions to the fields of chemistry, and/or education, not included within the bounds of research. Research in Chemical Education will be included as research.

2.3.2 Evaluation of Research and Scholarly Activity

2.3.2.1 Publications

A minimum of four (4) peer-review papers, or the equivalent (see below), must be published during the tenure-track period. Original research papers in chemical education journals will count towards this criterion. Scholarly activity including books, chapters and peer-reviewed proceedings may be considered in lieu of peer reviewed journal articles.

For publications involving other senior authors, the faculty member must provide documentation indicating the contribution to the content of the publication.

2.3.2.2 Funding

The faculty member must seek external funding in order to establish a viable ongoing research program. This should consist of a minimum of one competitive external submission per year until a major grant is received. External funding for scholarly activity shall be included. External funding for purposes other than research and scholarly activity (*e.g.* funding for conferences or workshops) shall not be counted in this category. In cases of repeat submissions of the same or similar proposal, there should be clear evidence of how the proposal was modified to improve the chance of funding with each successive submission.

For grants involving other PI's or co-PI's, the faculty member must provide documentation indicating the fractional contribution to the grant effort.

Internal funding should be sought to maintain a research program while seeking external funding and to provide feedback on proposal writing.

While the above statements focus on proposal submissions, a tenure-track faculty member should consider the award of external funding equivalent to the startup funding provided to them as a reasonable target by the time of application for tenure.

2.3.2.3 Inclusion of Students in Research

Students (both undergraduate and graduate) must be included in the faculty member's research program. There must be documented evidence of the students' successful participation and development as chemists. Such documentation shall include:

1. Student coauthors on peer-reviewed publications
2. Student theses
3. Student coauthors on conference oral presentations and/or posters

A determination of meets or does not meet the criteria will be assigned for research and scholarly activity on the following basis:

Meets: The faculty member meets or exceeds the criteria in all three areas.

Does not meet: The faculty member does not meet the criteria in all three areas.

2.4 Service

2.4.1 Criteria for Service

Service will be categorized as to the:

1. Department
2. College
3. University
4. Profession
5. Community

Service to the Department of Chemistry is essential and required. This is especially so given the size of the department. Examples of departmental service include, but are not limited to:

1. Formal undergraduate student advising
2. Faculty mentor to the Student Affiliate of the American Chemical Society (the Chemistry Club)
3. Membership (or leadership) on departmental committees
4. Laboratory coordinator
5. Seminar coordinator
6. Oversight and coordination of common-use instrumentation
7. Seminar host
8. Open house representative
9. Orientation representative

A labor-intensive service commitment, such as graduate coordinator, is the type of service commitment for senior faculty.

Service to the college will include service to the College of Arts and Sciences, and/or the School of Graduate Studies. Examples of service to the college include:

1. Membership (or leadership) on college committees

2. Faculty mentor to a college-based student organization
3. Coordination of multi-departmental programs within the college

Examples of service to the university include:

1. Membership (or leadership) on university committees
2. Faculty mentor to a university-based student organization
3. Coordination of multi-departmental programs that involve more than one college
4. Open house representative
5. Orientation representative

Examples of service to the profession include:

1. Leadership within the local (Northeast Tennessee Section (NETS)) and national American Chemical Society (ACS) programs
2. Leadership within other related professional societies (*e.g.* Materials Research Society, the Electrochemical Society, *etc.*)
3. Peer review of manuscripts or grant proposals
4. Peer review of textbooks and other educational materials

Examples of service to the community include:

1. Volunteering with the Hands On Museum
2. Involvement in National Chemistry Week.

2.4.2 Evaluation of Service

To be considered, all service must be documented. If applicable, it must include a letter from the committee or activity chair stating that a positive and valuable contribution was made. If the service was in a leadership role, a letter from the committee's reporting authority (*e.g.* Dean, Vice-Provost for Research, *etc.*) indicating a demonstrated level of success must be obtained.

Service will be evaluated as exceeds, meets, or does not meet the criteria:

1. **Exceeds:** there is a continuing record of successful service to the department, the college or the university, the professional and possibly the community.
2. **Meets:** there is a continuing record of acceptable service to the department.
3. **Does not meet:** there is no continuing record of acceptable service to the department.

2.5 Overall Determination of the Recommendation for Tenure

If the faculty member meets the criteria in each of the three areas of teaching, research and scholarly activity, and service, then the faculty member should be considered as having met the criteria for tenure.

If the faculty member does not meet the criteria in one or more areas, tenure may still be granted based on the following considerations:

1. The individual's relative contributions in the three areas of teaching, research and scholarly activity, and service, indicate an overall positive contribution to the department and field of research, or, demonstrated excellence in teaching is combined with exceeding performance criteria in research or service.
2. There is clear evidence that the individual has responded appropriately to suggestions made in annual evaluations and the third year review and there is potential to meet the criteria in the foreseeable future.

3.0 Promotion to Associate Professor

3.1 Overview

Promotion from Assistant to Associate Professor usually accompanies the granting of tenure in cases where a faculty member has met the departmental criteria in the areas of teaching, research and scholarly activity, and service. If the faculty member does not meet the criteria in one or more areas, but there is potential for the faculty member to meet the criteria in the foreseeable future, tenure may be granted without promotion. In such cases, the committee should include a clear description of what should be done to achieve promotion as part of its recommendation.

4.0 Promotion to Professor

4.1 Overview

University policy requires five (5) years in rank at the Associate Professor level before a faculty member is eligible to apply for promotion to Professor. Promotion to Professor will be evaluated on the basis of teaching, research and scholarly activity, and service, with primary emphasis being on accomplishments in the period since the last promotion.

4.2 Teaching

Typically, the faculty member seeking promotion to Professor is an established member of the department. At this level, the candidate must be an effective teacher, and show continuing effort towards improvement. Teaching effectiveness will be demonstrated at a minimum through peer evaluations and student assessments of instruction (SAI's). Development of new teaching materials and attendance at workshops may be used as additional evidence to demonstrate teaching effectiveness. Professional development in teaching skills should be regarded as an ongoing process and must be documented. There should be a qualitative difference between the teaching performance expected for tenure and promotion to associate professor, and that expected for promotion to full professor.

4.3 Research and Scholarly Activity

4.3.1 Criteria for Research and Scholarly Activity

Typically, the faculty member seeking promotion to Professor is an established member of the department who has developed a national or international reputation in his or her field. There should be both a quantitative and a qualitative difference between the research accomplishments expected for tenure and promotion to associate professor, and those expected for promotion to full professor.

4.3.2 Evaluation of Research and Scholarly Activity

4.3.1.1 Publications

A minimum of five (5) peer-review papers, or the equivalent (see below), must be published since the last promotion. In cases where the time since the last promotion exceeds five years, at least two publications should be produced during the previous three-year period.

Original research papers in chemical education journals will count towards this criterion. Scholarly activity including books, chapters and peer-reviewed proceedings may be considered in lieu of peer reviewed journal articles.

For publications involving other senior authors, the faculty member must provide documentation indicating the contribution to the content of the publication.

4.3.2.2 Funding

The faculty member should demonstrate a consistent effort to seek external funding and to maintain an ongoing research program. This should consist of a minimum average submission of one competitive external proposal per year until a major grant is received. External funding for scholarly activity shall be included. External funding for purposes other than research and scholarly activity (*e.g.* funding for conferences or workshops) shall not be counted in this category. In cases of repeat submissions of the same or similar proposal, there should be clear evidence of how the proposal was modified to improve the chance of funding with each successive submission.

For grants involving other PI's or co-PI's, the faculty member must provide documentation indicating the fractional contribution to the grant effort.

Internal funding should be sought to maintain a research program while seeking external funding.

4.3.2.3 Inclusion of Students in Research

Students (both undergraduate and graduate) must be included in the faculty member's research program. There must be documented evidence of the students' successful participation and development as chemists. Such documentation shall include:

1. Student coauthors on peer-reviewed publications
2. Student theses
3. Student coauthors on conference oral presentations and/or posters

A determination of meets or does not meet the criteria will be assigned for research and scholarly activity on the following basis:

Meets: The faculty member meets or exceeds the criteria in all three areas.

Does not meet: The faculty member does not meet the criteria in all three areas.

4.4 Service

Typically, the faculty member seeking promotion to Professor is an established member of the department. At this level, the candidate should be a recognized leader in the department, and a regular participant in college, university, community and/or professional activities. There should be both a quantitative and a qualitative difference between the extent of service expected for tenure and promotion to associate professor, and that expected for promotion to full professor.

4.5 Overall Determination of the Recommendation for Promotion

The committee will evaluate the faculty member in the following fashion:

1. If the faculty member meets the criteria in all three areas: teaching, research and scholarly activity, and service, individually, then the faculty member has met the criteria for promotion, or, demonstrated excellence in teaching is combined with exceeding performance criteria in research or service.
2. If the faculty member does not meet the criteria in one or more areas, then the committee will evaluate the individual's relative contributions in the three areas and consider the overall contribution to the department and field of research when making the determination for promotion. In cases where promotion is denied, the committee should include a clear explanation for the basis for the denial along with its recommendation.