

**MANUAL OF OPERATIONS AND PROCEDURES
DEPARTMENT OF CHEMISTRY
THE UNIVERSITY OF IOWA
March 2000**

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I. Departmental Faculty Membership

A. Types of Faculty Appointments

Faculty appointments in the Department of Chemistry are of four types.

1. Tenure-track appointments are at Instructor, Assistant Professor, Associate Professor, or Professor levels. A Ph.D. degree (or equivalent) is required for tenure-track appointment. Additional criteria for faculty appointments are contained in the document "Guidelines on Faculty Recruitment, Appointment, Review, Promotion, and Tenure." Tenure-track appointments may be joint appointments with other units of the University.
2. Adjunct faculty appointments, which may be at the Assistant Professor, Associate Professor, or Professor level. Adjunct appointments are appropriate for individuals who possess the Ph.D. degree (or equivalent) and whose contributions to the educational programs of the department are consistent with expectations for an academic, rather than a staff, appointment.
3. Lecturer appointments. Lecturers must possess the Ph.D. degree (or equivalent) and contribute to the undergraduate teaching mission of the department. Lecturers may occasionally teach at the graduate level, as ascertained by the DEO in consultation with appropriate faculty.
4. Visiting Assistant Professor appointments. These temporary appointments are subject to the term limits of the College of Liberal Arts and Sciences. Visiting Assistant Professors must possess the Ph.D. degree (or equivalent) and contribute to the undergraduate teaching mission of the department. Visiting Assistant Professors may occasionally teach at the graduate level, as ascertained by the DEO in consultation with appropriate faculty.

B. Voting Eligibility

All tenure-track faculty who enjoy appointments of at least 50% in the Department of Chemistry shall exercise full voting rights on all motions that are placed in faculty meetings¹ (see below). Tenure-track faculty on appointments of less than 50% in the Department of Chemistry may be offered full voting rights upon majority vote of the voting faculty of the department (see **III. Faculty Meetings; D. Voting Procedures**). In accordance with University regulations, rank-sensitive faculty votes that deal with faculty appointment and promotion are tendered by the appropriate faculty groups, as defined in **APPENDIX 5**.¹ All other matters subject to the vote of the faculty shall be voted on by all eligible tenure-track faculty.

C. Rights and Responsibilities of Faculty

¹ Meetings of appropriate faculty groups in which confidential personnel issues are discussed (e.g. promotion and tenure, probationary faculty reviews) are not governed by this Manual of Operations and Procedures and therefore are not considered departmental meetings.

Both as a group and individually the faculty is charged with carrying out the Department's mission in accordance with the policies and procedures of the College of Liberal Arts and Sciences, the Graduate College, and the University. The mission statement of the Department is contained in the strategic plan in **APPENDIX 1**. Individual faculty members fulfill this charge in accordance with the University's policy on professional ethics and academic responsibility. The Department distributes teaching and service assignments to faculty and provides guidance through periodic reviews to ensure that all faculty are participating appropriately and equitably in the teaching, research, and service missions of the Department, the College, and the University.

II. Departmental Governance

The organizational chart for the Department of Chemistry is contained in **APPENDIX 2**.

A. Appointment of the DEO

The Department Executive Officer (DEO) shall be appointed by the Dean of the College of Liberal Arts and Sciences, in consultation with the eligible voting faculty and with approval of the Provost. The appointment shall normally be for a period of three years to five, in accordance with collegiate policy.

B. Role of the DEO

The DEO serves as the administrative officer of the Department and provides leadership to faculty, staff and students on the formulation of Departmental policies. The DEO shall normally exercise, in consultation with appropriate faculty committees and office staff, the following duties and responsibilities in governance of the department.

1. Develop and implement Departmental strategic plans; evaluate outcomes of strategic planning
2. Provide assistance to faculty and staff in identifying and acquiring resources for teaching and research
3. Promote faculty, staff and students for recognition and awards from the University and from external organizations
4. Management of Departmental budgets
5. Management and annual review of merit and P&S staff
6. Maintaining Departmental records and files
7. Recommendations of appointments, promotions, and salary adjustments of faculty and P&S staff
8. Conduct annual reviews of probationary faculty and periodic reviews of tenured faculty
9. Evaluation and implementation of undergraduate and graduate curricula
10. Scheduling, convening and conducting faculty meetings
11. Nomination or assignment of faculty or staff to Departmental committees or special duties
12. Apprising collegiate and university administration of departmental needs

13. Communicating collegiate and university policies to students, faculty and staff
14. Management of facilities and allocation of teaching, research and office space

C. Executive Committee

The Executive Committee shall consist of individuals who are chosen by the DEO from among the tenure-track faculty of the department. Appointment to the Executive Committee shall be advised and informed by confidential ballot to the DEO from each of the voting faculty.

The charge of the Executive Committee consists of the following elements:

1. To advise the DEO on the formulation and implementation of departmental policies and procedures
2. To serve as Associate Chairs of the following programs.
 - ☐ Graduate Program
 - ☐ Undergraduate Program
 - ☐ Departmental Resources
 - ☐ Special Assignments

Associate Chairs advise the chairs of departmental committees on the conduct of business under their charge (see organizational chart in **APPENDIX 2** and charges and functions of departmental committees in **APPENDICES 3 AND 4**), and serve as liaisons between departmental committee chairs and the DEO.

D. Departmental Committees

Departmental committees shall be constituted by the DEO, in consultation with the Executive Committee and with the affected faculty and staff. Departmental committees are of two types:

1. Standing Committees: The role of standing committees is to advise and assist the Executive Committee (EC), and through the EC the DEO, on the formulation and implementation of policies under their charge. Standing committees are reconstituted each fall semester, and function for an academic year (*i.e.* fall and spring semesters and subsequent summer term). A listing of standing committees and their charges is contained in **APPENDIX 3**.
2. Ad Hoc Committees: *Ad hoc* committees are of the three types delineated below. Functions of *ad hoc* committees are contained in **APPENDIX 4**.
 - ☐ Single-Semester Assignments: These annual assignments include the Salary Committee, Staff Review Committees, Probationary Faculty Review Committees, and the Tenured Faculty Review Committee.
 - ☐ Search Committees: These committees are constituted as needed to conduct searches for appointments to the faculty or staff of the department.
 - ☐ Special Assignments: Special assignments are those that arise on a regularly scheduled, albeit occasional, basis. An example is the self-study component of the departmental five-year review.

E. Selection and Appointment of Acting DEO

In the event that the DEO cannot dispense his/her departmental administrative responsibilities (*e.g.* due to illness or extended absence from campus), an Acting DEO shall be appointed. The DEO shall recommend to the Dean of the College of Liberal Arts and Sciences an individual to serve as Acting DEO. The Acting DEO shall be appointed with the approval of the Dean. In the event that the DEO cannot make this recommendation (*e.g.* catastrophic illness), the recommendation to the Dean shall come for the Executive Committee of the Department of Chemistry.

III. Faculty Meetings

Faculty meetings serve two purposes. One is to provide the DEO with the broadest advice and opinion on departmental operations. The second is to provide appropriate faculty groups¹ with the opportunity to vote on issues of departmental policy, programs and governance brought by the DEO or faculty. Appropriate faculty groups were defined in the discussion of rank-sensitive voting in **I. Departmental Faculty Membership; B. Voting Eligibility.**

A. Definition of a Quorum

A quorum is required for binding vote of the appropriate faculty group in a faculty meeting. For this purpose, a quorum is defined as greater than or equal to 50% of the number of individuals that comprise the appropriate faculty group.

B. Frequency of Regular Faculty Meetings

There shall be eight regular faculty meetings per year, one each in the months of September, October, November, December, February, March, April and May. To the greatest possible extent, these shall be scheduled on the first Tuesday of each of these months. Planned agenda items shall be communicated by the DEO to the faculty at least one calendar week before the meeting; the faculty shall be polled for addition of agenda items at that time.

C. *Ad Hoc* Faculty Meetings

Ad hoc faculty meetings shall be called by the DEO, as needed, to address issues of acute importance, such as Search Committee recommendations, P&T matters,¹ or discussion with collegiate or university administration.

D. Voting Procedures

A vote on an issue that is brought to the appropriate faculty group may be conducted only when a quorum is present. The possible votes that may be tendered include Yes, No, or Abstain. A call to vote shall occur after a motion and subsequent second have been placed on the floor,

and discussion has ensued. Unless a faculty member requests a secret ballot, the vote shall be conducted by show of hands. When a secret ballot has been requested, paper ballots shall be distributed and the vote taken during the faculty meeting. The motion on which vote was taken, and the numerical results of the vote, shall be recorded in the minutes of the meeting.

When requested by a majority vote of the appropriate faculty group present, a vote *in absentia* may be requested of faculty who were not in attendance at a faculty meeting. A secret ballot shall be distributed and collected by the DEO and the results thereof combined with the vote by secret ballot taken at the meeting. The outcome of the vote shall not be announced until all ballots have been received by the DEO. This procedure shall not be used when precluded by university policy, such as in *ad hoc* faculty meetings that deal with P&T cases.¹ A positive (Yes) vote of a majority (*i.e.* greater than 50%) of the voting faculty is required for accepting a motion that has been placed on the floor and seconded.

IV. Additional Rules and Procedures of Departmental Operation

Attached as appendices are guidelines for the following programs and features of Departmental operation:

Appendix 5: Guidelines for Recruitment, Appointment, Promotion, and Granting of Tenure

Appendix 6: Guidelines for Graduate Study in Chemistry

Appendix 7: Guidelines for Graduate Student Selection of Research Advisor

Appendix 8: Considerations for Annual Salary Adjustments of Faculty

V. Amendments to Manual of Operations and Procedures

This Manual of Operations and Procedures may be amended by positive majority vote of the appropriate faculty group. The procedure for consideration of amendment of the Manual of Operations and Procedures shall be that outlined in **III. Faculty Meetings; D. Voting Procedures**. Unless stipulated otherwise in the motion to amend, amendments that receive a positive majority vote shall go into effect immediately.

VI. Authority of Manual of Operations and Procedures

These by-laws are the operating procedures for faculty governance in the Department of Chemistry. The Department shall follow the by-laws and operating rules of the University and the College of Liberal Arts and Sciences, and shall follow the by-laws in this document as a supplement thereto. Once approved by the Department and the College, these by-laws take effect immediately.

APPENDIX 1

1999 STRATEGIC PLAN OF THE DEPARTMENT OF CHEMISTRY

Mission Statement

Chemistry, as a central science, contributes to undergraduate education in many ways. The Department of Chemistry curriculum prepares majors for myriad careers, supports the curricula of other departments and disciplines, and contributes to technological competence through general education courses. Departmental research efforts, inextricably linked to teaching endeavors, provide an invaluable resource for student training while addressing a range of fundamental and technological issues which can enable economic development and are of great relevance to the state and to society.

Statement on Achieving Distinction

The teaching and research activities of the Department of Chemistry are central to the goals and aspirations of the College of Liberal Arts and Sciences at the University of Iowa. The Department recognizes that it will always have a faculty that numbers fewer than those at peer or Big Ten institutions. However, with our efforts focussed on interdisciplinary themes such as chemical biology, environmental chemistry, and the chemistry of new materials, and with increasing activity in technology innovation, we are confident that the Department can achieve excellence and strengthen its national reputation. These goals will be accomplished by the addition of new faculty and staff and expanded support for the efforts of existing faculty. Towards that end, it is critical that the Department enlist the support of the College and University in securing adequate start-up funds and space to insure a continuing tradition of hiring outstanding faculty candidates. We will endeavor to find candidates involved in emerging areas of interdisciplinary scholarship that hold promise for improving the teaching and research missions of the Department. It is also paramount that we reach levels of space and staff support that are competitive with peer institutions on a per faculty basis. Given sufficient resources and a supportive environment, the Department of Chemistry can build upon a national reputation in scholarship and enhance University-wide recognition for the excellence of its teaching.

Goals and Objectives of the Department of Chemistry

Goal 1. Articulating, with pride and confidence, a vision of the liberal arts and sciences that is intellectually driven and that demonstrates the contribution of our research to our teaching.

- Increase the emphasis on the scientific method in all undergraduate General Education chemistry courses. Illustrate how the practices of observation, hypothesis, and test work and serve as the basis of all critical scientific thought.

- Expand undergraduate participation in research, to enhance critical thinking skills and increase the fraction of our students who can go on to attend top graduate and professional schools.
- Build on our strong record of Ph.D. graduates placed in faculty positions at liberal arts colleges.

Targets and indicators of progress:

1. Encourage undergraduates to start research earlier, continue longer, and write an honors thesis.
2. Increase the pool of funds, from Departmental, College, University and external sources, available to enable undergraduates to collaborate on individualized research projects in faculty laboratories.
3. Add significant numbers of new experiments to our laboratory courses based on modern instrumentation and cooperative learning.
4. Replace or upgrade dated equipment in teaching laboratories and increase the access to students of state-of-the-art instrumentation for hands-on use.
5. Encourage and invite graduate students to expand their role in teaching undergraduate courses.

Goal 2. Making the best use of our current faculty resources and of emerging educational technologies to shape, strengthen, and develop our undergraduate and graduate curricula.

- Review and revise course content to provide a unified and cohesive curriculum with minimal duplication.
- Concentrate new faculty hires in areas of newly emerging and/or interdisciplinary research that introduce new perspectives into our course offerings while maintaining the integrity of our core curriculum.
- Make maximum use of University programs (nTitle, Student Computing Fee grants, summer support for instructional development etc.) and departmental resources to encourage innovation in teaching including the applications of contemporary forms of telecommunication, access to modern equipment and instrumentation, and use of advanced computing.
- Build upon the recent establishment of a position in chemical education to improve the quality of our courses, particularly those at the introductory level.

Targets and indicators of progress:

1. Encourage cross-listing courses to build interdisciplinary bridges while minimizing course duplication.
2. Add workstations equipped with specialized chemistry software to the departmental computer facilities and increase the use of informational websites for departmental courses.
3. Monitor and log student responses to standard ACE forms and departmental surveys to gauge reception to new teaching strategies. Survey departments and programs that require

chemistry courses and respond to any concerns about course content that they express. Conduct periodic alumni surveys to gain perspective on current strengths and needed improvements.

4. Ensure that information about University programs designed to strengthen instruction is widely circulated and track participation of Chemistry faculty.

Goal 3. Creatively supporting excellence in hiring and sustained faculty and staff development.

- Develop a plan of use, reallocation, and renovation for research and office space currently assigned to the Department and new space obtained through reallocation from other units in the Chemistry Building and in the Iowa Advanced Technology Laboratory. Availability of adequate, high quality research space for future faculty hires and extant faculty is critical to the attainment of departmental prominence.
- Develop a formal mentoring program for pre-tenure faculty.
- Promote increased productivity at all faculty ranks through increased flexibility in teaching schedules and service assignments, and acknowledgment of efforts through promotion of regional and national awards and recognition. Increase the efficiency of the formal review processes for all departmental support staff and facilities. Develop new strategies directed at assisting the employment of spouses of new faculty hires.
- Promote and encourage the teaching accomplishments of faculty, particularly new faculty, by making summary scores of ACE forms from past semesters available as a benchmark.

Targets and indicators of progress:

1. Develop a plan for best use of departmental space resources to advance the prominence of the Department through faculty hires and promotion of current faculty.
2. Continue to seek external funds for building renovation.
3. Nominate at least three faculty members per year for national and international professional awards.
4. Recruit annually the maximum number of new faculty permitted by research space and start up funds until a faculty size of 30 is reached.
5. Exploit in faculty hiring and student recruiting announcements the fact that 20% of the tenure track faculty are female.
6. Establish a pre-tenure faculty mentoring committee of tenured faculty members.

Goal 4. Designing initiatives to support diversity, international education, and interdisciplinary opportunities.

- Continue to broaden diversity among faculty and graduate students. Recruit minority students through programs such as GAANN, and improved contacts with faculty at HBCUs and Liberal Arts colleges, including recent University of Iowa Ph.D.'s, who can serve as conduits for talented minority students.
- Enhance the diversity of international graduate students who interact with undergraduates by recruiting from countries where either English is the language of instruction or sound English training is traditional.

- Support faculty efforts to establish collaborations with other faculty, departments and centers at the University. Develop programs of speakers jointly sponsored by collaborating units.

Targets and indicators of progress:

1. Double the countries represented by entering international graduate students.
2. Bring international graduate students to Iowa during the summer to improve their language skills and abilities to interact with undergraduate students.
3. Increase the number of interdisciplinary activities in the Department including new and expanded research initiatives, seminars, and course offerings.

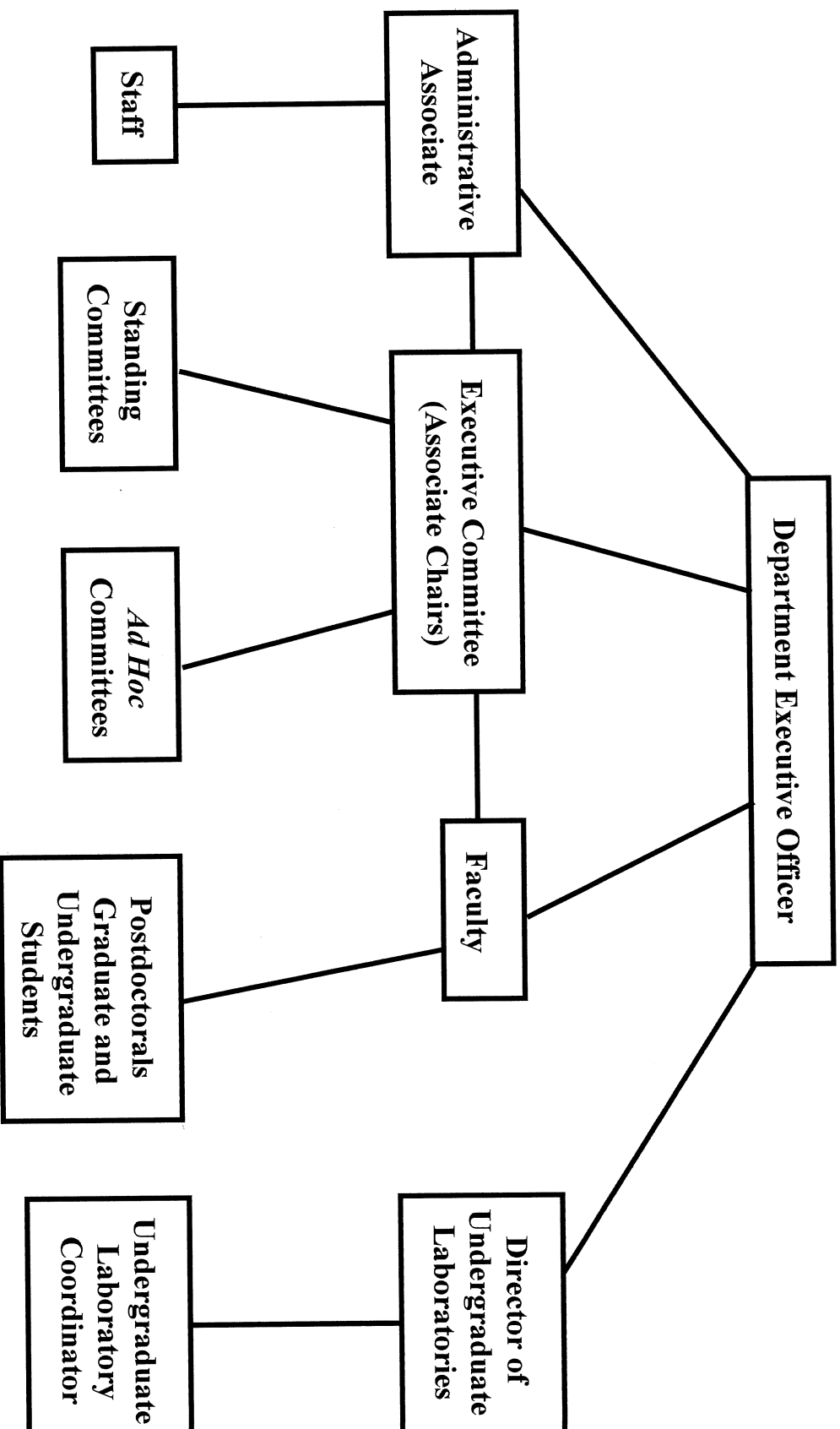
Goal 5. Developing a culture of collegiality, service, and good citizenship.

- Enhance the mutually supportive and respectful environment for faculty, staff and students which facilitates attainment of the Department's goals and aspirations and is consistent with the values and mission of the University.
- Increase the effectiveness and responsibilities of faculty/staff committees.
- Undertake initiatives to enhance and improve critical support facilities in the Department of Chemistry that aid teaching and research endeavors.
- Emphasize to students in Chemistry major, General Education, graduate, and other service courses the importance of professional ethics.

Targets and indicators of progress:

1. Continue to improve the review processes for all support facilities especially by identifying definable benchmarks and goals for performance achievement.
2. Initiate each academic year with a statement of goals from all departmental committees and end each academic year with progress reports from those committees.
3. Seek funding from external and internal sources to improve the various departmental facilities and, where feasible, enhance the effectiveness of service facilities by broadening the user base.
4. Introduce scientific ethics content very early in undergraduate courses.

APPENDIX 2 DEPARTMENT OF CHEMISTRY ORGANIZATIONAL CHART



APPENDIX 3

CHARGES OF STANDING COMMITTEES

ACS Student Affiliate Committee: to provide a liaison between the faculty of the Department of Chemistry and the Student Affiliate of the American Chemical Society; to advise the Student Affiliate on proposed activities of the affiliate

Admissions and Recruiting Committee: to organize activities that aim to recruit high-quality students for graduate study in Chemistry at the University of Iowa; to screen applications for admission to graduate study in the Department of Chemistry; in collaboration with the DEO and appropriate staff, to correspond with applicants and to formulate offers for assistantships and other financial support

Awards and Honors: to advise the DEO on opportunities for external and internal professional recognition of faculty and staff; to identify sources of internal recognition of high-quality chemistry majors and graduate students; to decide on the selection of annual departmental awards to high-quality chemistry majors

Colloquium: to work with faculty on the scheduling of external and internal speakers for the Colloquium Program; to coordinate scheduling of outside speakers with the Director of the Research Frontiers in Chemistry Program

Computer Facilities: to oversee the operation and upgrading of Departmental computer facilities for education and research; to apprise the DEO of opportunities for external and internal support for computer hardware and software; to collaborate with appropriate parties on University-wide computing initiatives

Course Schedule: to work with the faculty on the scheduling of teaching assignments for the fall and spring semesters and the summer session

Curriculum Committee: to formulate recommendations to the DEO and the faculty on revisions of the undergraduate and graduate course offerings of the Department; to seek and consider the input of affected units of the University on proposed curricular changes

Executive Committee: The charge of the Executive Committee is detailed in **II. Departmental Governance, C. Executive Committee** in the Manual of Operations and Procedures of the Department of Chemistry.

Instructional and Research Equipment Committee: to consider and make recommendations on faculty and staff requests for utilization of funds generated by the Lab Fees Account; to biannually consider and make recommendations on faculty and staff proposals for research equipment support from the Witte Fund.

Faculty Hiring Plan Committee: to annually poll the faculty on the fields and disciplines for anticipated recruitment of new faculty; to provide the DEO and the faculty with a report and recommendations thereon

General Chemistry Coordinator: to oversee the efficient operation of the Chemistry Center; to coordinate the activities of the center in support of undergraduate instruction; to work with appropriate faculty and staff on course revision and modernization in the general chemistry curriculum; to seek funding for resources for the general chemistry program; to serve as Department liaison with administration and other units of the University on matters affecting general chemistry instruction; to coordinate the recruitment and orientation of incoming Chemistry majors; to make assignments of Teaching Assistants; to conduct TA training activities; to oversee the execution of TA duties

Graduate Student Review Committee: to receive, consider, and adjudicate written petitions from graduate students for such matters as advanced electives credit and reinstatement into the Ph.D. program

Honors Advisor: to apprise faculty and undergraduate honors students of the activities, research and teaching practica, and scholarship opportunities that are administered by the University of Iowa Honors Program

Library Committee: to present to the staff of the Chemistry Library faculty, staff and student requests for access to the chemical literature, whether in printed or electronic formats

NMR Committee: to provide faculty input and advice on the operation of the Departmental NMR instruments

Publicity/Fundraising Committee: with the assistance of appropriate staff, to compose and mail to alumni the annual Department of Chemistry Newsletter; to work with the DEO on fundraising activities

Research Frontiers in Chemistry Program: to elicit from faculty suggestions for external speakers for the program; with appropriate staff assistance, to coordinate the travel of and scheduling of presentations and other interactions of Frontiers speakers

Safety Committee: to serve as liaison between the Department and the Health Protection Office (HPO) of the University; to inform faculty, staff and students of recent safety directives from HPO; to organize and/or conduct safety seminars for Chemistry personnel

Shops Committee: to advise the DEO on the efficient operation and appropriate upgrading of the Department's electronics, glass and machine shops

Space Committee: to consider written petitions from faculty or staff for changes in space assignments for teaching or research; to investigate said requests and make appropriate recommendations to the DEO

Stockroom Committee: to advise the appropriate staff on efficient operation of the Chemical Stores; to serve as liaison between Chemical Stores staff on the one hand and faculty and students on the other on such matters as items on inventory and access thereto

SURF Program: to organize and direct student and faculty participation in the Summer Undergraduate Research Fellowship (SURF) Program; to seek external and internal financial support for the program

Undergraduate Advisors: to provide advice and assistance to chemistry majors, extra-departmental majors who are seeking chemistry minors, and environmental chemical science majors on such matters as course selection, progress toward degree objectives, and transfer of course credits from previous institutions

X-Ray Committee: to provide faculty input and advice on the operation of the Department's Molecular Structure Facility

APPENDIX 4

FUNCTIONS OF *AD HOC* COMMITTEES

Departmental Self-Study: The self-study is conducted as a component of the five-year Departmental Review. The self-study consists of a factual comparison of the Department to chemistry departments in a peer group of institutions, especially with respect to the productivity of and institutional resources for the research programs of the faculty and the Department and for the graduate and undergraduate teaching missions.

Probationary Faculty Review Committee: This committee meets in the spring semester to evaluate the progress of probationary faculty in the areas of teaching, research and service. A written report is provided to the DEO, along with the probationary faculty member's response, for submission to the College of Liberal Arts and Sciences and thence to the Provost.

Promotion and Tenure: Two committees, both composed of the full membership of the tenured faculty, conduct reviews and evaluations of probationary faculty for promotion and tenure. The Promotion and Tenure Committee assesses the factual record of the candidate's efforts in teaching, research and service, and generates a written report thereon. The Departmental Consulting Group then evaluates the quality of the candidate's research, teaching and service records. This evaluation uses the dossier of the candidate, the report of the Promotion and Tenure Committee, and the letters of external reviewers as bases for judgement.

Salary Committee: This committee meets in the spring semester to conduct a quantitative evaluation of the productivity of the research, teaching and service efforts of each faculty member. The committee communicates the results of these evaluations to the DEO, who uses them to inform salary recommendations to the College of Liberal Arts and Sciences. The committee also advises the DEO on selection of faculty for annual Departmental awards in teaching, research, service, and overall effort.

Search Committees: Search committees are constituted as needed to recruit candidates for faculty or P&S positions. With the assistance of the College of Liberal Arts and Sciences and the Office of Affirmative Action, a search committee advertises the position opening, screens the corresponding applications, narrows the applicant pool to a group that is invited to interview, schedules and conducts the interviews, and formulates a recommendation to the Department that ranks the interviewed candidates with respect to an offer of employment.

Staff Review Committees: These committees meet in the spring semester to evaluate the job performances of P&S staff. For each staff member, an evaluative instrument, the Performance Standards Worksheet (PSW), is distributed to faculty and P&S staff (other than the individual being evaluated). The PSW solicits written comments and quantitative scoring on various job performance queries. Committee chairs provide quantitative and written analyses of the results of the PSW, along with the written response of the staff member, to the DEO. These analyses inform the salary recommendations of the DEO to the College of Liberal Arts and Sciences.

Tenured Faculty Review Committee: This committee meets in the spring semester to conduct a five-year evaluation of the efforts of selected tenured faculty in the areas of teaching, research and service. A written report and the tenured faculty member's response are provided to the DEO for submission to the College of Liberal Arts and Sciences and thence to the Provost.

APPENDIX 5

**THE DEPARTMENT OF CHEMISTRY
THE UNIVERSITY OF IOWA
GUIDELINES
for
RECRUITMENT, APPOINTMENT, PROMOTION,
and
GRANTING OF TENURE**

The Department of Chemistry adheres to procedures and guidelines for faculty recruitment, appointment, evaluation, promotion, and the granting of tenure as set forth in the 1) Faculty Handbook, 2) University Operations Manual, and 3) Statement on Tenure and Academic Vitality at the University of Iowa. Additional criteria, consistent with these University procedures and guidelines and which have been approved by the Department of Chemistry faculty, are the following:

I. Qualifications

- A. Instructor. The rank of Instructor will be granted to persons who are in an Assistant Professor track but who have not completed all Ph.D. requirements. Appointment of the rank of Instructor will not exceed three years. Temporary instructorships for individuals who have not completed all of the Ph.D. qualifications will be one-year appointments.
- B. Assistant Professor. The rank of Assistant Professor will be granted to persons who have completed the Ph.D. degree and who can demonstrate that they possess the qualities necessary to be a successful teacher and researcher. Postdoctoral experience is strongly recommended. The appointment is for three years and shall not exceed seven years. Persons not promoted at the end of six years in the rank will be given one-year terminal appointments.
- C. Associate Professor and Full Professor. Ordinarily, these positions are tenured ranks. Non-tenured appointment at these ranks, which may be made to faculty being promoted within the Department of Chemistry or may be offered to faculty upon joining the Department of Chemistry, will be according to the previously cited University procedures and guidelines. Tenured appointments at the rank of Associate and/or Full Professor will be made only to faculty who satisfy the criteria outlined for promotion to these ranks.

II. Recruitment Procedures

The Chair of the Department of Chemistry will appoint a faculty member to chair the Search Committee for a specific faculty position. For recruitment of faculty at the Assistant Professor level, other faculty members within the specialized area of chemistry to which faculty is to be added will serve as members of the Search Committee. These additional Search Committee members will be selected by the Department Chair in consultation with the Executive Committee.

The recruitment procedure will be consistent with the Affirmative Action policies of The University of Iowa. The first action will be to submit a Recruitment Plan (Form A) to the Office of Affirmative Action listing the names of the persons on the Search Committee, the advertising sources to be used, the professional contacts which are planned, and copies of advertisements, letters, and announcement which will be used. As applications are received, the Affirmative Action Form C will

be sent to the applicants and individual files will be prepared and made available to the Search Committee and the remainder of the faculty.

Applicants will be expected to provide a resume, description of their research program, and at least three letters of recommendation. The Search Committee, in consultation with the Department Chair, will prepare a short list of candidates using excellence in teaching and research as the major criteria in the selection process. After Affirmative Action and University Administration approval, candidates will be invited for an on-campus interview.

The faculty as a whole will participate in this interview which includes a seminar as well as individual formal and informal meetings with the Department Chair, faculty, and students. Following all interviews the Search Committee will present recommendations which will be discussed by the faculty as a whole. A favorable appointment decision will require a strong majority (75%) of the faculty. The successful candidates will be ranked and this rank ordering will be submitted to the Office of Affirmative Action and University administrative officials for approval before the offer for appointment is made.

For senior level positions, a similar process will be followed except that the Search Committee will be a chair and two or more faculty designated by the Chemistry Department Chair. Successful candidates to the advanced ranks will be expected to meet the criteria which must be satisfied for promotion to these ranks.

Searches for temporary faculty positions will be conducted at the discretion of the Chair of the Department of Chemistry. The criteria for selection will be as outlined above and be consistent with Affirmative Action policies.

III. Affirmative Action

The Chemistry Department and its actions will be according to policies and procedures established by the University and the Affirmative Action Office. A recruitment plan will be filed with the Affirmative Action Office and implemented following its approval, as delineated in item II. The Chemistry Department will not offer any faculty position to any candidate prior to Affirmative Action approval.

IV. Promotion Procedures

Promotion from Assistant to Associate Professor is considered within the candidate's first six years on the faculty. Promotion to Associate Professor will include a tenure appointment. No time limit has been established for promotion to Full Professor and the length of time in the Associate Professor rank is variable. The decision for promotion from Assistant to Associate Professor will be made by all Associate and Full Professors, while promotion from Associate to Full Professor will be made by all Full Professors. These departmental promotion recommendations are advisory and must be approved by University Administrative officials.

Non-tenured faculty are reviewed annually by the Department Chair and a committee designated by the Chair, in consultation with the Executive Committee. This committee will make recommendations concerning the progress of non-tenured faculty, reappointment of non-tenured faculty, and initiate a promotion decision (formal review) using the Criteria for Promotion guidelines. If the committee recommends reappointment to a non-tenured position, the Chair and the Executive Committee (with the committee serving in an advisory role) will make the decision. The criteria used in the evaluation of non-tenured faculty for reappointment are those listed for years one

to three in Criteria for Promotion guidelines. If a formal review is recommended, a new committee will be designated by the Department Chair, in consultation with the Executive Committee. This new committee will be responsible for presenting the candidate's credentials to the entire faculty which is responsible for the final decision. Assistant Professors may also file a request with the Department Chair, according to University Promotion Policy, to conduct a formal review for promotion.

Tenures faculty with the rank of Associate Professor are reviewed every seven years according to the University Promotion Policy. A decision to consider promotion (a formal review) will be made by the Full Professors. If a promotion (formal review) from Associate to Full Professor is warranted, the Department Chair, in consultation with the Executive Committee, will select a committee of Full Professors which will be responsible for presenting the candidate's credentials to the Full Professor faculty which is responsible for the final decision. Associate Professors may also file a request with the Department Chair at any time, according to the University Promotion Policy, to conduct a formal review for promotion.

Each review of a faculty member, either periodic (Associate Professors reviewed by the Department Chair biennially) or for promotion, will seek proof of excellence in each of the following aspects: 1) teaching, 2) research, scholarship and/or creative endeavor, and 3) professional contributions. Excellence in teaching and research or other creative work will be the major factors in review, professional contributions, although necessary, do not carry the same weight.

Assistant Professors in the Department of Chemistry are expected to meet the following criteria as a minimum for promotion to the rank of Associate Professor.

DEPARTMENT OF CHEMISTRY
UNIVERSITY OF IOWA
CRITERIA FOR PROMOTION

- 01 Year Appointment for three-year term:
1. Teach successfully (as judged by student and peer evaluations) a maximum of three courses including both undergraduate and graduate courses (lecture and laboratory);
 2. Participate in departmental research seminars;
 3. Submit at least two external starter grant applications;
 4. No standing committee service by may be required to serve on the ad hoc committee(s).
- 02 Year Evaluated in late spring in preparation for approval or disapproval of second three-year appointment:
1. Continue successful teaching of three courses;
 2. Write a major research grant application to NSF, NIH, DOE, NASA, etc.;
 3. Publish research in a reviewed journal and present a paper at a regional scientific meeting (i.e., regional ACS, Iowa Academy, etc.);
 4. Provide service on departmental standing committee(s).
- 03 Year Decision on second three-year appointment in October of November:
1. Continue successful teaching of three courses;
 2. Success in receiving major grant(s);
 3. Publish research in reviewed scientific journals;
 4. Present paper(s) at national meeting(s);
 5. Be involved in the development of a laboratory course;
 6. Provide service on departmental standing committee(s).
- 04 Year
1. Continue successful teaching;
 2. Publish research in reviewed scientific journals;
 3. Present paper(s) at national meeting;
 4. Presentation as invited seminar speaker at another university;
 5. Continue service on departmental committee(s).
- 05 Year
1. Continue successful teaching;
 2. Publish research in reviewed scientific journals;
 3. Show renewal of grants (NIH, NSF, etc.), indicating strong progress;
 4. Show evidence of emerging national recognition by peers in one of the following ways:
 - a. An invitation to speak at national symposium in field of research, or
 - b. An invitation to write article or chapter in field of research, or
 - c. Other recognition, such as an invitation to be a consultant to major chemical company,
 5. Continue departmental service.

06 Year

1. Continue successful teaching;
2. Continue successful training of graduate student(s);
3. Continue departmental and University committee service;
4. Continue major external support;
5. Continue research productivity (i.e., publications and paper(s) at national meeting(s).

The above are the criteria for promotion from Assistant to Associate Professor and are summarized as follows: 1) Clear evidence of effectiveness in teaching, 2) clear evidence of successful scholarly productivity, 3) clear evidence of involvement in departmental and University service, 4) some evidence of emerging national recognition by peers, and 5) some evidence of the development of long term research goals.

Successful candidates for promotion to Full Professor must demonstrate that they are continuing to excel in teaching, research, and departmental and University service. In addition, they must have gained national and/or international recognition in their fields.

The annual review of scholarly productivity shall include:

- A. Examination of all items submitted by faculty member supporting progress as outlined in the criteria listed above;
- B. An evaluation of the cumulative scholarly record;
- C. An evaluation of projects in progress, submitted by the faculty member, and
- D. An examination of any external evidence evaluating scholarly activity, as submitted by the individual.

The procedure for promotion will be as follows:

- A. An Assistant Professor is formally reviewed for tenure no later than during the sixth year of service on the faculty of The University of Iowa. Early consideration, which is non-favorable, will not be considered a final review; however, the information will be transmitted to the Dean of Liberal Arts and Sciences.
- B. An Associate Professor is formally reviewed for promotion to Full Professor no later than during the seventh year in rank, and is eligible for consideration thereafter as long as the faculty member is an Associate Professor. Early consideration, which is non-favorable, will also be transmitted to the Dean of Liberal Arts and Sciences.
- C. The faculty member is requested, in writing, to make available the usual and required materials as well as any others which might be relevant to the review. External opinions must be solicited; and, the faculty member will be requested to suggest the names of six qualified professionals in the field to evaluate the published writings and other contributions the faculty member has made to the profession. The Department Chair, in consultation with the Formal Review Committee, (which may also add names to the list), will select the external reviewers from this list.
- D. When external opinions are to be solicited, they are sent to the Department Chair and Formal Review Committee.
- E. The materials submitted by the faculty member, the external opinions, and other materials in the faculty member's file, including evaluations of teaching, are made available for study by the reviewers.
- F. A favorable two-thirds vote of the faculty making the decision is required to recommend promotion to the Dean.
- G. The Department Chair will prepare a report, including the recommendation and all supporting materials, for presentation to the Dean of Liberal Arts and Sciences.

- H. The Department Chair will report and discuss with each candidate, in individual and private meetings, the recommendations of the specific committee reviewing that faculty member.

V. Faculty Rights

All departmental procedures are in accordance with University policy and recognized faculty rights:

- A. All faculty members, whether probationary or tenured, have a right to file a response to their review.
- B. All faculty members, whether probationary or tenured, have a right to view their departmental personnel file with the following exception: The Department Chair has the responsibility to remove all identifying information from letters of recommendation and evaluation solicited during the application and/or promotion procedure before making them available to the faculty member.

APPENDIX 6
GUIDELINES FOR GRADUATE STUDY IN CHEMISTRY
University of Iowa
March 10, 2000

I. Admission to Graduate Study

Admission will be recommended by an appropriate Department committee after a review of the student's application and supporting evidence. In addition, the committee will recommend to the Department Chair the level of financial support that should be made to the student. The Graduate Studies Committee will advise the entering graduate student until a research advisor is chosen.

II. General Requirements for both Ph.D. and M.S. Degrees

A. Undergraduate Proficiency Requirement

All graduate students are required to demonstrate a minimal level of knowledge in the four areas of analytical, inorganic, organic, and physical chemistry by satisfying the "undergraduate proficiency" requirement by the end of the fourth semester in residence. This requirement may be met by a score at the 50th percentile (national norms) or higher on proficiency examinations in the four areas of chemistry. In the event that a 50th percentile score is not achieved on a particular exam, the "core" course requirement must be completed in that area of chemistry with a grade of "C" or better.

The faculty considers a grade of "C-" to be below a "C". This renders a "C-" grade insufficient to satisfy the requirement of "a grade of "C" or better". Most notably, a grade of "C-" does not satisfy either a proficiency or core course requirement.

The proficiency exam score in physical chemistry will be divided into two parts. Part 1 consists of thermodynamics and part 2 pertains to kinetics and quantum chemistry. The undergraduate proficiency requirement in physical chemistry can be fulfilled by scoring above the 50th percentile for the total score (parts 1 and 2 combined). Students whose overall score is below the 50th percentile can fulfill the proficiency requirement as follows:

- (i) If the scores on both parts 1 and 2 are below the 50th percentile, the student must complete both Physical Chemistry I (4:131) and Physical Chemistry II (4:132), with a grade of "C" or better.
- (ii) If only the score on part 1 is below the 50th percentile, 4:131 must be completed with a grade of "C" or better.
- (iii) If only the score on part 2 is below the 50th percentile, 4:132 must be completed with a grade of "C" or better.

Proficiency exams will be given immediately before the fall and spring semesters, and can be taken only once, just prior to the first semester of graduate registration. If the student elects not to take an exam in a particular area of chemistry, the core course requirement (Section IIB) must be completed in that area.

B. Core Course Requirement

All graduate students must demonstrate a more advanced level of knowledge in three of the four areas by satisfying the "core course requirement". This requirement can be fulfilled by (i) scoring above the 75th percentile on the proficiency examination, or (ii) completing the designated core

course with a grade of "C" or higher. The core course requirement must be completed by the end of the fourth semester in residence.

Courses currently designated as "core" courses include:

4:171; Advanced Analytical Chemistry
4:170; Advanced Inorganic Chemistry
4:172; Advanced Organic Chemistry
4:131; Physical Chemistry I
4:132; Physical Chemistry II.

The core course requirement in physical chemistry can be met by receiving an overall score (parts 1 and 2) above the 75th percentile on the proficiency exam. In the event the overall score is below the 75th percentile, this requirement can be fulfilled as follows:

- (i) If the part 1 score is lower than the part 2 score, 4:131 must be completed with a grade of "C" or better.
- (ii) If the part 2 score is lower than the part 1 score, 4:132 must be completed with a grade of "C" or better.
- (iii) If the scores of both parts are equal then the core requirements can be met by receiving a "C" or better in either 4:131 or 4:132.

C. Other Information

A student who completes a core course as an undergraduate at the University of Iowa will not receive graduate credit unless he/she was dually enrolled in both graduate and undergraduate programs at the time the course was taken, and the core course was not a requirement for completion of the undergraduate degree. However, the core course requirement in that area will have been satisfied if a grade of "C" or higher was obtained in the core course. Bachelors degree graduates of the University of Iowa are otherwise expected to fulfill the graduate proficiency and core requirements as would any other incoming graduate student.

Summer sessions are not counted as semesters in establishing the dates for meeting various requirements.

Each student must choose a research advisor during the first semester in residence. The selected area does not need to reflect the area of interest stated on the student's application for admission. Prior to selecting an advisor, the student is encouraged to interview with as many faculty members as possible. Additional procedures for advisor selection will be announced during the first semester of graduate study.

Students who are appointed to either a teaching or research assistantship may not enroll in more than 12 semester hours of credit each semester. It is usually advantageous for students in their first semester to take a full schedule of courses, as enrollment in research (4:290) is not allowed until a research advisor has been selected.

All new teaching assistants are required to register for Chemical Pedagogy (4:191) during the first fall semester.

III. Additional Requirements for the Ph.D. Degree**A. Advanced Course Requirement**

Beyond the core courses, a minimum of four additional courses that total at least 11 semester hours of graduate credit must be completed by the end of the fourth semester in residence. Grades of "B" or higher must be attained in all of these advanced courses. A grade of "B-" does not meet this requirement. Not more than three of the eleven total hours can come from special topics courses. Research, seminar, and pedagogy credits, courses that are doubly listed with sub-100 level numbers, courses taken with the S/U grade option, and courses with grades of "B-" or lower cannot be used to fulfill this requirement. The student is strongly encouraged to develop a detailed course plan that is reviewed and approved by the research advisor.

Graduate credit from other institutions will be given consideration for fulfillment of up to six of the eleven required semester hours of advanced level course work. Graduate courses completed at other institutions do not need to duplicate courses offered at the University of Iowa in order to receive credit. The student must initiate the request by sending a letter of request, along with supporting documentation, to the Graduate Review Committee. Supporting documentation should include a brief description of the course, a course syllabus or outline, examinations taken by the student, and an indication of the textbook used. The committee will consider the basic content of the course, the student's performance in the course, and the student's performance on examinations and course work at the University of Iowa. The registrar must have accepted the course(s) as graduate transfer credit. If approved, the course can be considered by the advisor and student for inclusion in the course plan.

B. Grade Point Average

The Graduate College requires that a 3.00 average be maintained in all graduate work attempted at the University of Iowa. A grade of "C" or higher must be obtained in order to receive graduate credit in a given course, but grades of "C-", "D+", "D", "D-", or "F" will be included in calculation of the overall grade point average.

C. Reasonable Progress

Graduate students are expected to complete at least half of their total proficiency and core course requirements during the first academic year in residence. The Graduate Studies Committee will monitor the course work and research progress of individual students and make periodic recommendations regarding renewal of teaching assistantships, degree completion deadlines, realistic degree objectives, and other matters.

D. The Academic Committee

At the end of the first semester of graduate work, an Academic Committee of five faculty will be formed for each student with a Ph.D. degree objective. The committee will consist of the research advisor, one or two additional members of the same division, and at least one member of each of two other divisions. The divisional composition may be suggested by the advisor, but the members of each committee will be selected at random by the Graduate Studies Committee. The student is expected to meet informally with the Academic Committee members either on an individual or group basis by the end of the third semester in residence, and well in advance of the comprehensive examination. This preliminary meeting is designed to acquaint the student with the faculty members. Discussions are expected to center on the student's research progress and course plan.

E. Comprehensive Examination**1. The Comprehensive Examination Committee**

The five member committee for the comprehensive examination is the same as the student's Academic Committee as described in Section III.D. Additional faculty members may be invited to attend the oral comprehensive examination and may be consulted in judging the presentation when it bears upon their areas of expertise. These visitors are non-voting members of the committee. The vote shall be taken in private.

2. Eligibility to Take the Comprehensive Examination

To be eligible to take the Comprehensive Examination, the student must have a cumulative average of 3.00 or greater on appropriate graduate coursework at the University of Iowa. Appropriate graduate coursework includes chemistry core courses (Section II.B.), graded seminar presentations (Section III.F.), courses that satisfy the advanced course requirement (Section III.A.), and additional courses in chemistry or related disciplines that are judged appropriate by the student's Academic Committee.

3. Procedures and Schedules for the Comprehensive Examination

The general comprehensive examination requirements set by the Graduate College must be completed by the end of the fourth semester in residence. Students entering with a Master's degree and those exempted from core courses are strongly encouraged to take the comprehensive examination during the second or third semester in residence.

The comprehensive examination is a two-part oral examination. The first part consists of an oral defense of the student's research problem and progress, and will be based upon a written Research Report submitted by the student. The second part consists of an oral defense of an original Research Proposal submitted by the student.

The Research Report and the Research Proposal must be submitted (together) prior to five weeks before the last day of classes in the semester during which the examination is to be taken (or, for a spring semester examination, by the last Friday prior to Spring Break, whichever is earlier). It is strongly recommended that the examination be held at the earliest possible date in the semester to facilitate scheduling.

If the Committee approves both the Research Report and the Research Proposal, the oral examination may be scheduled. The committee will notify the student of action on the documents within two weeks of receiving them.

After the Committee has agreed to schedule the Comprehensive Examination, the student should complete (i) a Formal Plan of Study and (ii) a Request to the Graduate College for the Ph.D. Comprehensive Examination (see Section VIII for example forms). These forms are available in the Department of Chemistry Office. The plan of study will provide a listing of all graduate courses taken that apply toward the degree, courses in progress, and courses to be completed after the comprehensive examination. Approval of the Plan of Study by the advisor and the Department Chair is required by the Graduate College. The plan may be amended by the Committee pending the outcome of the comprehensive examination.

4. Description of the Research Report.

The Research Report is intended to inform the Committee of the student's research problem and research progress. It should describe research completed by the student and work in progress. The research report should adhere to the following format. The body

of the Research Report (i.e., sections I-IV) should not be longer than five double-spaced pages (including figures).

- I. *Introduction and Background* (≤ 1 page). Concise discussion of research problem and critical summary of literature which is of direct relevance.
- II. *Objectives*. Concise statement of the objectives or goals of the student's work (1 or 2 sentences).
- III. *Results and Discussion* (3-4 pages). Discussion of important results in standard ACS journal format. ACS journal-style experimental sections may be included for key experiments (NOT all experiments), but are not required. Tables may be used for concise listing of data (e.g. NMR data, kinetics data.). A concise discussion of the interpretation and significance of the results should be included.
- IV. *Conclusions and Future Work* (1 paragraph). Concise summary of the status of research, key discoveries by the student, and future directions.
- V. *Addenda*. List of references, and copies of preprints or reprints of any publications resulting from the student's research should be attached.

5. Description of the Research Proposal

The written Research Proposal should involve a topic which is distinct from the student's research problem. The idea must be unique and original with the student. During preparation of the proposal, only general guidance on procedural matters by the student's advisor is permitted.

Although the uniqueness of the proposal is important, emphasis should also be placed on such items as:

- (i) Why is the problem worthy of investigation?
- (ii) How well will the proposed work serve to answer the questions that are being considered?
- (iii) Have the various possible results from each step in the proposed work been anticipated?
- (iv) How will the proposed experiments distinguish among these possibilities?
- (v) Have alternate routes or methods been considered?
- (vi) Has the student considered the literature relevant to the proposal?

The scope of the problem should be such that a single investigator in a research university, with access to the usual research equipment, could make significant progress toward meeting the key objectives in a year of work.

The research proposal should adhere to the following format (maximum length 10 double spaced pages, including figures).

- I. *Introduction* (≤ 2 pages). Concise discussion of key background literature of direct relevance to the problem.
- II. *Objectives* (1 paragraph). Statement of problem to be addressed by the proposed research.
- III. *Proposed Studies*. Description of proposed research and its relationship to the Objectives. Discussion of general strategies and plan of attack, and more detailed discussions of key experiments to be performed. Innovative experiments and

approaches should be highlighted, and appropriate literature references should be included. Procedures and techniques to be used to address significant and/or non-routine issues (e.g. determination of stereochemistry of a key synthetic intermediate, characterization of a paramagnetic organometallic, details of a new detector design) should be discussed in detail.

- IV. *Significance of Proposal Research* (≤ 1 page). Concise summary of the importance of the problem, the originality of the proposed approach, and the contribution it will make if successful.

6. Scope of the Oral Examination

The Research Report and the Research Proposal provide the basis for a wide ranging oral examination designed to assess the student's overall progress, knowledge of fundamental chemical principles and chosen area of specialization, and general competency for Ph.D. research.

The student will be asked to present a short (20 minute) summary of his/her research project. During or following this presentation, the committee will ask questions designed to probe the student's understanding of the research topic and important background material, the experimental methods and techniques which are important in the particular area, and the goals and significance of the research.

The committee next will examine the candidate's understanding of areas related to the Research Proposal. The student will be asked to give a short (30 minute) presentation of the Research Proposal. During or following this presentation, the committee will ask questions designed to probe the quality and the student's understanding of the proposal. Typically, however, this discussion will evolve into a wide-ranging examination of the student's general competency in the chemical sciences.

7. Failure of the Comprehensive Examination

The comprehensive examination must be passed before the end of the fifth semester in residence. A student who has not met this deadline will not be admitted to Ph.D. candidacy. The Graduate College allows two attempts at the examination. If the first ends in failure, the student must wait four months to repeat the examination.

F. Seminar Requirements

Each student is expected to give a minimum of two acceptable seminars. One seminar must cover the student's research. The other may also deal with the student's research, or can be an extensive literature report. The student may register for the appropriate divisional seminar course and receive letter grade credit during those semesters in which the seminars are presented. The final Ph.D. defense cannot be used to meet this requirement.

G. The Research Conference

At least three months before the anticipated final defense, the student must meet with his/her Academic Committee for a research conference.

The Academic Committee is the same as that for the Comprehensive Examination with the following possible exceptions: 1) if the committee considers it desirable or necessary, one original member can be replaced by a faculty member of the same division; 2) the extra-departmental member required by the Graduate College for the final examination may replace one member of the committee at this time.

During the research conference, the student will summarize his/her research work, and will outline the work to be completed for the dissertation. The intent of the conference is to aid the student in organizing the material that will constitute the dissertation. The conference also enables the Committee members to become better acquainted with the objectives of the student's research, and to make suggestions concerning work that needs to be completed before the dissertation is written.

If scheduling permits, the research work can be reported as a research seminar during the regularly scheduled divisional seminar program, with a subsequent committee meeting for questions and advice.

H. Final Defense of the Ph.D. Dissertation

The examining committee is the same as that described for the research conference, except that an extra-departmental graduate faculty member required by the Graduate College must be added if this was not done at the time of the research conference.

An "Application for Graduate College Degree" and a "Request for Final Examination for the Ph.D. Degree" must be submitted to the Graduate College in accordance with the deadlines for the session in which the degree is to be granted. The exact time and place of the examination and the title of the thesis must be stated on the request for the examination.

The Dean of the Graduate College will make a public announcement of the final examination three weeks prior to the date of the exam. The final oral examination will be open to the public. Dissertation copies must be made available to all members of the examining committee not later than three weeks before the date of the examination.

At least one reprint of a published paper, or a manuscript in the form for submission to a recognized scientific journal, shall be made available to all committee members at the time the dissertation is defended.

I. Other Graduate College Rules and Procedures

1. Residence Requirements

- (i) A total of 72 semester hours credit (including transfer credit) is required.
- (ii) After the first 24 semester hours of graduate work at the University of Iowa or elsewhere, the student must enroll for two semesters each with 9 or more semester hours credit, or if the student holds an assistantship, for three semesters each with 6 or more semester hours of credit.
- (iii) A student is required to register each semester after passing the comprehensive exam until the degree is awarded.

2. Academic Probation

A student shall be placed on probation if, after completing eight semester hours of graduate work, his/her cumulative grade-point average falls below 3.0. If, after completion of eight more semester hours of graduate work at this University, the student's cumulative grade point average remains below 3.0, the student will be dropped from the Ph.D. program. A student on probation who has not already received an M.S. degree from this Department can apply for M.S. candidacy if the grade point average is above 2.5, and can be readmitted to the Ph.D. program after the cumulative grade point average is above 3.0.

IV. Additional Requirements for The Master's Degree

- (i) The proficiency and core course requirements (Sections II A, B) apply to the Master's program.
- (ii) A grade point average of at least 2.5 must be maintained in all graduate work to avoid probation and dismissal by Graduate College rules.
- (iii) The student's committee appointed by the Graduate Studies Committee shall consist of the advisor, one additional faculty member in the area of the student's research, and a third member from a second division. The student's committee will approve courses required for the Master's degree, and will administer the final thesis oral examination or non-thesis examination.
- (iv) At least 30 semester hours of graduate work are required for the Master's degree. Of these 30 semester hours, not more than four semester hours of Research (4:290) may be included for the Master's without thesis, and not more than nine hours of Research credit may be included for the Master's with thesis. Coursework required to complete the Master's degree includes the "core" courses, pedagogy, seminar, and any other courses deemed appropriate by the student's committee.
- (v) A candidate for the Master's degree with thesis must present at least one research seminar.
- (vi) A candidate for the Master's degree without thesis must complete at least three semester hours of research in chemistry (4:290).
- (vii) A candidate for the Master's degree must file a Plan of Study with the Graduate College. An Application for Graduate College Degree and a Request for Final Examination must be filed in accordance with Graduate College deadlines for the session in which the degree is to be granted.

V. Procedure for Dismissal from Degree Programs

The Graduate Studies Committee reviews the academic progress of every graduate student at the end of each semester. If a student is not progressing toward fulfillment of the degree requirements, the Committee will warn the student of this fact in writing. The Committee will inform the student that he/she has been dismissed from a degree program for failure to meet the criteria outlined in Sections II, III, or IV. The letter of dismissal will include a statement outlining the right to appeal.

Any student wishing to appeal dismissal from a degree program may do so by writing to the Chair of the Graduate Studies Committee. The Committee will meet within two weeks of receiving the appeal, and the student may request a personal appearance before the Committee. A recommendation from the Graduate Studies Committee will then be presented at a meeting of the Chemistry Faculty, and the Department Chair will inform the student of the faculty decision with regard to dismissal from the degree program.

VI. Graduate Teaching Assistant Reappointments and Dismissal**A. Requirements for Reappointment**

All reappointments to teaching assistantship are dependent upon:

- (i) satisfactory academic standing;
- (ii) progress toward meeting thesis degree objectives;
- (iii) performance as a teaching assistant;

- (iv) availability of teaching assistantship positions.

Students who have not met the qualifications for Ph.D. candidacy by the end of the second year in residence will not be reappointed to a teaching assistantship. Departmental assistantships are never renewed for students beyond the fifth year.

B. Grounds for Dismissal

In accordance with the "Graduate Assistant Dismissal Policy" approved by the Board of Regents, teaching assistants may be dismissed during the term of appointment following dismissal from a degree program or loss of student status.

Other grounds for dismissal of a teaching assistant as defined by the "Graduate Assistant Dismissal Policy" include reasons sufficient to dismiss a faculty member, or failure to follow or implement instructions of the supervisor. More detailed reasons for dismissal include, but are not limited to the following:

- (i) Repeated failure to perform the assigned duties adequately, for example: failure to be present at scheduled class meetings, failure to return graded work to students on time, or failure to adequately prepare for teaching duties. Evidence concerning the lack of preparation must include statements from students in the assistant's class.
- (ii) Evidence that the assistant has assigned grades to students on the basis of personal preference or prejudice.
- (iii) Evidence of sexual harassment as defined by University of Iowa policy.

C. Dismissal Procedures

The Department Chair will consider formal faculty or student complaints brought against the teaching assistant. Following the procedures in the "Graduate Assistant Dismissal Policy", the Chair may recommend dismissal of the teaching assistant to the Dean of the College of Liberal Arts and Sciences. Procedures for appeal are defined in the "Policy" document.

VII. Other Sources of Information

These guidelines and requirements are intended to supplement and clarify the regulations of the Graduate College for the various degrees. Additional rules that may apply to a student's degree progress are given in the Manual of Rules and Regulations of the Graduate College and the General Catalog of the University of Iowa. Regulations regarding preparation of the Master's thesis and Ph.D. dissertation may be obtained from the Graduate College.

VIII. Standard Forms

Graduate students should consult with their research advisors regarding preparation of these forms, but the student is responsible for submission of forms by the deadlines that are published each semester.

A. Ph.D. Candidates

1. Doctoral Plan of Study. The research advisor must sign this form. It should be submitted to the Chairman's office along with a Request for Ph.D. Comprehensive Exam. Staff in the Chairman's office will forward the form along with copies of the student's transcript and current registration to the Graduate College. The plan of study is evaluated, and an approved copy will be returned for inclusion in the student's file.

2. Request for Doctoral Comprehensive Exam. The complete form must be prepared after the student's committee accepts the research proposal and has agreed to schedule an oral comprehensive examination. The full-page form should be submitted to the Chairman's office with the Doctoral Plan of Study at least two weeks prior to the comprehensive examination date. The top half of this form will be used to record the results of the oral comprehensive exam.
3. Application for Graduate College Degree. This form must be filed very early in the semester that the student wishes to graduate. The advisor's signature is required prior to submission to the Registrar.
4. Request for Final Examination. The complete form is submitted to the Chairman's office at least three weeks prior to the examination date. The title of the thesis must be typed on a separate page and attached to this form. The top half of the form will be used to record the results of the final oral thesis defense.

B. M. S. Candidates

1. Application for Graduate College Degree. This form must be filed very early in the semester that the student wishes to graduate. The advisor's signature is required prior to submission to the Registrar. This form is the same as that in Section VIII-A-3.
2. Plan of Study Summary Sheet--Nondoctoral Degree. The research advisor must sign this form. It should be submitted to the Chairman's office along with a copy of the Request for Final Examination. Staff in the Chairman's office will forward the form along with copies of the student's transcript and current registration to the Graduate College. The plan of study is evaluated, and an approved copy will be returned for inclusion in the student's file.
3. Request for Final Examination. The full-page form is submitted to the Chairman's office along with the Master's Plan of Study at least two weeks prior to the examination date. The top half of this form will be used to record the results of the Master's final examination. This form is the same as that in Section VIII-A-4.

C. Sample Forms

Samples of the forms discussed in Section VIII are attached on the following pages.

APPENDIX 7
Department of Chemistry
Graduate Student Advisor Selection Process

I. Considerations in Selecting a Thesis Advisor:

- ☐ Make your choice carefully after considering all relevant factors.
- ☐ Most important is your intellectual interest in the proposed research projects.
- ☐ Familiarize yourself with the research activities of the faculty by attending the seminar series, reading background material, and meeting with individual faculty.
- ☐ Seek advice and input from the available sources; faculty are more than willing to discuss the related issues.
- ☐ The graduate advisor, in addition to being a mentor, will in consultation with the student determine the appropriate selection of graduate course work as well as direct the student's thesis and non-thesis research activities.
- ☐ Initiate the process early in the semester so that you do not feel rushed in making your decision.

II. Advisor Selection Procedure and Timing

- ☐ The selection process is intended to help incoming graduate students select an appropriate thesis advisor, which is to be accomplished before the end of the first full semester of enrollment.
- ☐ Prepare a list with a minimum of **five** faculty members with whom you intend to meet. A copy of the list must be turned into the Department of Chemistry office no later than the last Friday in October.
- ☐ Students are free to talk with more than five faculty members if they desire, and are encouraged to seek a second meeting with faculty if it would be beneficial.
- ☐ Have the faculty member sign the list when the meeting is concluded.
- ☐ Graduate students must submit a written list indicating their 1st, 2nd, and 3rd selections for an advisor to the Department of Chemistry office no later than the last Friday in November along with the signed meeting list.
- ☐ The student selections will then be reviewed by the Graduate Studies Committee and by the faculty. Graduate students will be associated with an advisor based on their indicated preferences and the consent of the faculty member.
- ☐ The selection of thesis advisors will be conveyed to the graduate students before the end of final examination week.

APPENDIX 8
Guidelines for Salary Committee Deliberations
Department of Chemistry
March 2000

Charge of the Salary Committee: This committee meets in the spring semester to conduct a quantitative evaluation of the productivity of the research, teaching and service efforts of each faculty member. The committee communicates the results of these evaluations to the DEO, who uses them to inform salary recommendations to the College of Liberal Arts and Sciences. The committee also advises the DEO on selection of faculty for annual Departmental awards in teaching, research, service, and overall effort.

Criteria for Evaluation: The salary increments proposed to the Dean consist of two components, a percentage increment determined by a points system and a dollar increment used to adjust inequities, as judged by the Salary Committee. The Salary Committee consists of the Chair and three appointed faculty and shall meet on or before April 4, 2000, to compile point scores and make recommendations. The Chair will determine the division of the total increment into the two components after receiving the budget from the College. A system of quantitative scoring of faculty efforts and achievements in *Teaching (40 points)*, *Research (40 points)* and *Service (20 points)* is used to establish the point component. Materials provided for Salary Committee review include CVs and ACE summaries. Faculty who are on research assignments that relieve them of teaching duties will have 13 points shifted from *Teaching* to *Research* per 3 semester-hour course relieved; faculty who have extra-load teaching assignments will have 13 points shifted from *Research* to *Teaching* per 3 semester-hour course in excess of two courses per academic year (fall and spring semesters only). Committee members should reserve the highest score in each category for the faculty member whose record therein is judged most meritorious, and should endeavor to spread scores in each category as widely as possible to provide discrimination. Salary Committee members are excluded from their own evaluations. Particular considerations for each category follow.

Teaching (40 points)

- ☐ Student perceptions of teaching, as documented in ACE evaluations
- ☐ Innovations in teaching, including but not necessarily limited to the following:
 - introduction of new courses
 - revamping of laboratory course experiments
 - introduction of electronic means of course information dissemination (Web pages)
 - utilization of electronic teaching media (*e.g.* PowerPoint lectures, instructional CDs)
 - scheduling of out-of-class help sessions
 - introduction of new texts and course notes
- ☐ Training of undergraduate research students, in particular Honors Students
- ☐ Training of Ph.D. and M.S. graduate students
- ☐ Training of postdoctorals, visiting scientists, visiting faculty
- ☐ Off-load teaching efforts, such as organization and presentation of multidisciplinary seminars or tutorials

- ☐ Service on theses committees

Research (40 points)

- ☐ Quantity and quality of publication. Note the quality of the journals in which articles are published, and the publications activity over a three-year period (1998-2000), including articles published, accepted, or submitted.
- ☐ Research funding, noting the following elements:
 - the number of submissions for external and internal funding
 - the agencies to which applications have been submitted
 - the success rate in obtaining funding
 - the amount and type of funding obtained.
- ☐ Research program activity:
 - attendance and presentations at meetings
 - editing of conference proceedings books
- ☐ Recognition of research program:
 - invitations to speak at national and international meetings
 - service on national panels
 - journal editorships or editorial board memberships
 - symposium organization
 - chairing sessions at national and international meetings
 - invitations to publish reviews and book chapters
 - awards
 - invitations to speak at universities, colleges, institutes and industries

Service (20 points)

- ☐ Departmental service, which consists of the following:
 - Service on committees: note the range of committee assignments, the degree of responsibility exercised (*e.g.* committee chair) and the effort level required in executing committee duties
 - Service as undergraduate advisors
 - Special assignments, such as Departmental Self-Study, recruiting at colleges and universities, Freshman Chemistry Coordinator
- ☐ Service on University committees: note the range of committee assignments, the degree of responsibility exercised (*e.g.* committee chair) and the effort level required in executing committee duties
- ☐ Service to the chemistry profession, including but not necessarily limited to the following:
 - Service on study sections (*e.g.* NIH) or grant-review panels (*e.g.* NSF, NASA)
 - Journal editorships or editorial board service
 - Organization of meetings or symposia
 - Chairing of sessions in meetings or symposia
 - Manuscript review for journals
 - Proposal review for external agencies
 - Professional society service, as for example for the ACS
 - Advisory board service for centers, institutes, industries, or nonprofit organizations