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DEPARTMENT OF CHEMISTRY

DEPARTMENTAL STANDARDS FOR ANNUAL REVIEW OF TENURED FACULTY

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This document outlines Department of Chemistry standards for tenured faculty reviews. Departmental standards are described for teaching, creative and scholarly work, and service. This document is not intended as a checklist of expectations, but instead recognizes the range of ways tenured faculty can be valued, productive faculty members in the Department of Chemistry as they support the Department's, the College's, and the University's missions.

TEACHING

1. Faculty members will teach undergraduate and graduate courses. Typically, each faculty member will teach one of each per year (e.g., one undergraduate course in the fall and a graduate course in the spring). However, teaching only in the undergraduate curriculum is also acceptable given the needs of the department. Teaching in both lecture and laboratory courses, and in both large- and small-enrollment courses, is expected over the long-term. Faculty are expected to regularly update existing course materials. Occasional development of new courses is desirable if feasible in view of Departmental teaching needs. Other innovations in teaching may include, but are not limited to, revamping of laboratory course experiments; introduction of electronic means of course information; dissemination, preparation, and utilization of electronic teaching media; and introduction of new texts or course notes. Teaching efforts that exceed the normal course load, such as organizing subdisciplinary or multidisciplinary seminars and participating in Honors and Freshman First-Year Seminar courses, are also recognized as important teaching contributions.
2. Teaching effectiveness will be evaluated on the basis of classroom activities and by analysis of student course evaluations. Departmental expectations are that student evaluations shall in general be favorable, but it is recognized that they will vary from course to course depending on the content of the course, course enrollment, course level, laboratory vs. lecture course, majors vs. non-majors course, and other factors including the implementation of new teaching methods or new laboratory experiments.
3. It is expected that faculty will participate in advising students. For undergraduates, this can be done as a departmental academic advisor and/or as a research advisor for those doing research in an individual faculty member's laboratory. While only a limited number of faculty serve as formal academic advisors in a given year, all faculty are expected to integrate undergraduate students into their research programs. Honors advising and advising in the other programs (e.g. the chemistry track of the environmental science program) are other formal mechanisms for advising undergraduates.
4. It is expected that chemistry faculty will mentor graduate students throughout their careers. This mentoring comes in several forms, including as research advisor directly or collaboratively

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involved in the training of Ph.D. and M.S. graduate students, and in service on graduate student comprehensive exam committees and Ph.D./M.S. dissertation committees.

5. Mentoring of postdoctoral associates and visiting researchers from other institutions is another mechanism for advising young scientists early in their careers, and this too is considered a form of mentoring

SCHOLARLY AND CREATIVE WORK

1. Departmental and Collegiate expectations are that faculty will demonstrate growth and vitality in their research efforts by continuing to publish throughout their careers. Publications normally come about as papers in peer-reviewed journals. Because of the broad scope of the field of chemistry, there are many high quality, subdiscipline-specific journals in which faculty may choose to publish. Faculty are encouraged to report their research findings in quality journals, particularly those with high citation indices, and those published by the widely recognized professional chemistry societies, such as the American Chemical Society or the Royal Society. Other journals may not fall into these specific categories, but may still represent high quality venues for publication within individual subdisciplines. Interdisciplinary research is encouraged, so publication in journals in other disciplines is also often appropriate. These papers can be in the form of original research papers, review papers, or commentaries, although original, refereed research papers and reviews are given greater weight. Authoring and editing of books, including textbooks, lab manuals, book chapters, and specialized monographs, are also valued modes of publication relevant to the chemistry profession.
2. Some faculty research results may lead to patentable technology or inventions. In such instances, submission of patent applications is also recognized as a valued mode of publication, especially when such efforts lead to awarded patents.
3. Faculty are expected to present their work on a regular basis throughout their careers at national professional conferences relevant to the discipline (e.g., at ACS meetings, Gordon Conferences, and other national meetings). Presentations at regional meetings (e.g., regional ACS meetings) are also encouraged. Short talks and posters presented in such venues by graduate, undergraduate, and postdoctoral researchers working with the faculty member are also important contributions, and are encouraged where permitted by circumstances and resources. Invitations to speak at international, national, and regional meetings, as well as at other institutions of higher education and/or industrial settings, are viewed as particularly positive measures of the external visibility of faculty research programs.
4. Because funding is an important part of sustaining research activities in the chemical sciences, it is expected that faculty will continue to pursue major external research grant support throughout their careers. Applications for support may be submitted to federal agencies, such as NSF, NIH, DOE, NASA, EPA, ONR, AFOSR, ARO, etc., to private foundations (e.g., American Cancer Society, Petroleum Research Fund, etc.), or to industrial sponsors. Success in obtaining such grants, especially those obtained through peer review processes, is viewed as an important indicator of research vitality because of the competition for such funds. Government contracts may also represent an important and valued source of funding opportunities for chemists in certain subdisciplines.

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SERVICE

1. The Departmental and Collegiate expectations are that members of the chemistry faculty will increase their leadership and service roles within the department, the institution, and the profession consistent with each tenured faculty rank.
2. Members of the chemistry faculty are expected to provide service on Departmental standing committee(s), as well as *ad hoc* committees, on a regular basis throughout their careers. Such duties are expected to include service as committee chair. Over time, service on a diversity of such committees is expected.
3. Service to the College and the University is also expected. Such roles may include participation on Collegiate or University committees, faculty governance, community outreach, service in administrative roles, directing or supporting university shared facilities, etc.
4. Members of the chemistry faculty are expected to engage in professional service throughout their careers and this professional service is expected to reflect the visibility of their own scholarship, creative works and teaching. Professional service typically takes the form of peer reviewing of journal articles or books, and/or proposal review for funding agencies. Committee service to ACS and/or other professional societies is also appropriate. Service as a consultant to an external entity (e.g., academic, industrial or government institution) is another possible and valued professional service activity. Some aspects of external service are also particularly reflective of external recognition, such as election to a society office, appointment to a journal editorial position, editorial review board, or standing grant review panel, organization of a scientific meeting program, chairing a session at a scientific meeting, and/or service as a rotator in directing funding agency decisions and directions.