

College of Arts and Sciences

DEPARTMENT OF CHEMISTRY

Rank and Tenure Procedures and Criteria

I. PROMOTION PROCEDURES FOR TENURE TRACK FACULTY

A tenured or tenure-track faculty member in the Department of Chemistry is expected to teach, perform research, and provide service with a workload distribution that is determined by the Chair in consultation with the faculty member and following Chemistry Department workload guidelines.

Tenure-track faculty in the Department of Chemistry are evaluated for promotion and tenure using the procedures described in *The Faculty Manual of Saint Louis University*. For eligible faculty, the Chair of the Department initiates the promotion and tenure processes upon a request for promotion review from the faculty member. The request should come from the faculty member in the Spring semester preceding the year that the faculty member wishes to be reviewed. The faculty member, together with the Department Chair and mentor, begins the process of collection of relevant data. The Chair of the Department and the mentor select students to evaluate the candidate using the standard College form in use at the time of application. In selecting student evaluators, they choose at least two students who have worked closely with the candidate or have taken a course with the candidate and earned a grade of "B" or better. If the candidate offers graduate courses, some of the student letters may come from students who have taken a course with the candidate and earned a grade of "B" or better.

By September 1 of the same year, the candidate must submit to the Department Chair a package complete with supporting materials for their performance in teaching, research, service, and, when appropriate, administration. The package should follow the format specified by the College of Arts and Sciences and includes all the information required from the Department, College and University. The Chair and the candidate each selects one faculty member for colleague letters."

Assessment of academic excellence and deliberations of the University's Rank and Tenure Committees are assisted by external review letters that accompany recommendations for promotion. Letters from a minimum of three reviewers are necessary for promotion to Associate Professor and Professor. The candidate submits at least five names of individuals external to the university to potentially serve as reviewers of their dossier. This list should not include previous research mentors. The Department Chair, in consultation with the mentor, may select additional names.

Reviewers are selected to reflect a balance of those familiar with the applicant and their achievements and those who are not familiar with the applicant's work but are able to evaluate

the candidate on the basis of material provided. Reviewers will be provided with the candidate's vita, self-assessment and statement, publications, and the Department's criteria for promotion.

Faculty evaluations, external reviewer evaluations, student evaluations, the letter from the Department Chair, and other pertinent supporting material are forwarded, with the candidate's materials, to the Dean of the College (see the College of Arts and Sciences specified format for a list of all required material).

Mentoring and Evaluation of Untenured Faculty

It is the goal of the Department of Chemistry that new faculty have every opportunity to succeed in both teaching and research. To help foster this success, the Department Chair will assign a faculty mentor to each new faculty member of the Department of Chemistry. A "mentor" is defined as a faculty member of higher rank that will help to advise the faculty member when questions arise concerning the teaching, research, and service activities of academic life. The new faculty member will be made aware of their progress at the departmental level in the form of annual evaluation, provided by the Department Chair. However, satisfactory performance on annual evaluations is not sufficient to obtain promotion and tenure. A more complete and thorough evaluation that provides a better measure of progress toward promotion and tenure comes in the third year review.

Third Year Review Process

In a tenure-track faculty member's third year, the Department will conduct a thorough review of the faculty member's progress toward promotion and tenure. All of the tenured faculty in the Department will review the faculty member's progress as it appears in a complete dossier provided by the candidate. The faculty member's mentor will provide written evaluations of progress in teaching and research to the Department Chair. The Chair will use the mentor's evaluation, comments provided by the tenured faculty at a meeting, and the candidate's dossier to prepare a letter notifying the candidate on their progress. After preparation of the third-year review letter and distribution to the candidate and the Dean, the Chair will meet with the candidate to discuss the evaluation.

II. CRITERIA FOR TENURE TRACK FACULTY

Promotion to Associate Professor with Tenure

Teaching

The Department of Chemistry views its primary mission to be the education and training of students at the baccalaureate, master, and doctoral levels. Consequently, a significant emphasis is

placed on teaching. The means by which the Department evaluates an individual's teaching may include tenured faculty, peer, and Chair's evaluations, course evaluations, class visitations, and the review of examinations, course syllabi, and other related materials.

Each faculty member will have a teaching assignment that is governed by the Department's needs and the faculty member's workload distribution as determined by the Chair on an annual basis. These assignments may include undergraduate and/or graduate courses. Some faculty member's assignments may require development of new courses or modification of existing courses.

A further important instructional goal for the Department of Chemistry is the involvement of undergraduate majors and graduate students in original research projects. To that end, the participation of tenure track faculty in this endeavor is required. Faculty involvement in research mentoring is measured by the number of undergraduate and graduate students supervised, the number of student presentations, and the number of publications with students as co-authors.

Mentoring

The applicant for tenure must provide mentoring to their students and assigned mentees. They must demonstrate a reasonable knowledge of the policies and procedures of the Department and the University that apply to the mentoring of both undergraduate and graduate students.

Scholarship and Research

Faculty members are expected to demonstrate a consistent rate of research activity that increases throughout the pre-tenure period. The primary measure of research activity will be peer-reviewed publications of original research. Consideration will also be given to invited lectures, conference presentations (by the faculty member and research students), research funding, and the number of undergraduate, graduate, and postdoctoral research students advised by the faculty member. The rate of publication should increase throughout the pre-tenure period, with a very rough estimate of 2-4 papers per year toward the end of this period. This publication rate will vary depending on the research area, type of publication, and other considerations. Another important measure of research activity will be external funding. Faculty are expected to secure external funding to support their research efforts equal to on the order of two-thirds of the amount of their start-up package prior to consideration for promotion and tenure. Ultimately, faculty members should demonstrate through their research activity a national awareness of their research program within their specific research area.

Professional Service

Expectations for the candidate's involvement in professional service activities are minimal for the first three years of the candidate's tenure in the Department. However, involvement in departmental, college, and/or university activities or professional societies as well as serving as a

reviewer for scientific publications and grant proposals are expected, particularly after the candidate's third year.

Collegiality

As the Department of Chemistry needs to function in a cooperative manner, candidates need to demonstrate collegial behavior and a willingness to work cooperatively with the faculty and staff in the Department. This may take the form of team-teaching courses, working together in the teaching of multiple sections of a given course, collaborative research projects, serving on committees, and participating in seminar and invited speaker series'.

Criteria for Promotion to Professor

Teaching

The requirement for promotion to Professor is broad evidence of expertise in and commitment to teaching of chemistry at both the undergraduate and graduate levels. These may be demonstrated in the candidate's course evaluations and annual reviews and in the development of pedagogical materials. The candidate for promotion is expected to continue and expand their participation in the supervision of undergraduate and graduate student research projects while also building upon his or her experience in teaching, including the demonstration of a willingness to critically evaluate new pedagogical innovations. It is also expected that a faculty member will have developed new courses in chemistry. In particular, this includes graduate courses in the faculty member's area of specialization. While opportunity for development of new courses may not exist during the time prior to tenure approval, in the long term, a faculty member is expected to develop new courses.

Mentoring

The applicant for promotion must provide quality mentoring to their students and assigned mentees. They must demonstrate a good knowledge of the policies and procedures of the Department and the University, especially as they apply to the mentoring both of undergraduate and graduate students in chemistry.

Additionally, senior faculty members are expected to mentor junior faculty members in the Chemistry Department in their teaching and research endeavors.

Scholarship and Research

Faculty members are expected to demonstrate a consistent rate of research activity, as measured by peer-reviewed publications of original research, the ability to sustain their research program through external funding, invited lectures and conference presentations (by the faculty member and research students), and by participating in the review of journal articles and grant proposals. The rate of publication should be 2-4 papers per year. This may vary depending on the research

area, type of publication, and other considerations. Candidates for Professor should also provide information on the extent of citation of their work by the scientific community. Long-term external grant and contract funding levels should be consistent with that necessary to maintain a successful, productive research program. Ultimately, faculty members should demonstrate through their research activity an international awareness of their research program.

Professional Service

The requirement for promotion to Professor is evidence of significant service contributions in the University and in professional service. Contributions in service to the University may be measured by the extent of participation in departmental, college, or university committees and in serving as chair on committees. Professional service is generally carried out through the ACS or other scientific societies. Common activities include the organization and moderating of symposia and sessions at scientific meetings and serving on society committees. Participation in peer review of publications and grant proposals is another important form of professional service.

Collegiality

The candidate will continue demonstrating collegial behavior and a willingness to work cooperatively with the faculty and staff in the Department.

III. PROMOTION PROCEDURES FOR CONTINUING, NON-TENURE TRACK FACULTY

Non-tenure track faculty in the Department of Chemistry are individuals who are not eligible for tenure but may have renewable appointments. The primary focus of these faculty is teaching, with some form of service also being expected. This is typically in an 80/20 teaching/service workload breakdown, although the workload distribution may be adjusted by the Chair in consultation with the faculty member to address the needs of the department. A non-tenure track faculty member may perform research or scholarship; this is usually in the form of chemistry pedagogy and laboratory development but can also include research with students.

Non-Tenure Track Faculty in the Department of Chemistry are evaluated for promotion using the procedures specified for non-tenure track faculty members in *The Faculty Manual of Saint Louis University*. The process to be followed in the case of promotion of a non-tenure-track faculty member is generally the same as that for tenure-track faculty except that the criteria and information needed are modified to suit the needs of the candidate's role as a primarily teaching faculty member.

Supporting documentation and departmental forms are modified as necessary to indicate that promotion in rank, but not tenure, is being considered in the process. The non-tenure track faculty member can request a performance review of their dossier by the faculty of higher rank before initiating the promotion process.

A terminal degree (Ph. D. degree) is required for all positions above instructor. Teaching, instruction, and advising assignments are all evaluated as part of promotion eligibility. Outstanding achievement in some but not all of the specified areas does not serve to substitute for less than satisfactory accomplishment in remaining areas.

Although research is not included among the usual and customary employment expectations of teaching faculty, participation in related forms of scholarly activity is expected for promotion. Teaching faculty members share the task of contributing to the fund of knowledge essential to the University's educational endeavor. Furthermore, submission of educational grants related to course and laboratory development and pedagogical development within the Department is encouraged. Teaching pedagogy, including development of new instructional methods or materials, and publishing and reviewing the scientific literature in chemical and science education are primary examples of these activities. NTT faculty members will be provided with professional development support, including funds for travel to conferences and workshops in order to support their professional growth.

For eligible faculty, the Chair of the Department initiates the promotion processes upon a request for promotion review from the faculty member. The request should come from the faculty member in the Spring semester preceding the year that the faculty member wishes to be reviewed. The faculty member, together with the Department Chair and mentor begins the process of collection of relevant data. The Chair of the Department and the mentor select students to evaluate the candidate using the standard College form. In selecting student evaluators, they choose two to four students who have worked closely with the candidate or are from among those students who have taken a course, with grade of "B" or better, with the candidate. If the candidate offers graduate courses some of the student letters may come from students who have taken a course, with grade of "B" or better, with the candidate.

By September 1 of the same year, the candidate must submit to the Department Chair a package complete with supporting materials for their performance in teaching, research, service, and, when appropriate, administration. The package should follow the format specified by the College of Arts and Sciences and include all of the required information from the Department, College and University. The Chair and the candidate each selects one faculty member for colleague letters.

Standardized student course evaluations currently in use in the Department serve as one source of evidence of teaching competence for teaching faculty whose job expectations include

classroom and laboratory teaching and instruction. Other sources of evidence of teaching competence and course development can also be employed to demonstrate teaching competence. These include, but are not limited to, evaluations by other faculty of instructional activities of the faculty member, student performance on standardized exams and exercises, and teaching awards.

In addition to the more specifically developed norms in those areas which may constitute the employment expectations of teaching faculty (e.g. teaching, service), candidates for promotion are judged on the basis of collegiality. It is expected in a university setting that faculty work cooperatively with other faculty, with students, and with other members of the university community to achieve common goals and objectives.

Faculty evaluations, reviewer evaluations, student evaluations, the Chair support letter, and other pertinent supporting material are forwarded, with the candidate's materials, to the College Rank and Tenure Committee for its consideration and review. Procedures for review are as specified in the Faculty Manual currently in effect.

Mentoring and Evaluation of Non-Tenure Track Faculty

It is the goal of the Department of Chemistry that new faculty have every opportunity to succeed. To help foster this success, the Department Chair will assign a faculty mentor to each new faculty member of the Department of Chemistry. A "mentor" is defined as a faculty member of higher rank who will help to advise the faculty member when questions arise concerning the teaching and service activities of academic life. The new faculty member will be made aware of their progress at the departmental level in the form of annual evaluation, provided by the Department Chair. However, satisfactory performance on annual evaluations is not sufficient to obtain promotion. A more complete and thorough evaluation that provides a better measure of progress toward promotion comes in the Early Stage review.

Promotion Expectations

It is expected that modification will be made in the requirements pertaining to teaching, research, and service in the performance expectations of non-tenure teaching faculty. Such distinction is central to the function of teaching faculty within the Department of Chemistry. Their evaluation as teaching faculty will focus on performance in the classroom and laboratory environments, professional development, advising and mentoring. Performance in other areas of teaching, scholarship, and service will be evaluated relative to their weight in the employment expectations of individual teaching faculty member.

Although achievement of tenure is, by definition, not available to non-tenure-track faculty, promotion can be important to both the academic career of teaching faculty members and to the vitality and development of the Department. Promotion in rank is earned through the diligent and persistent demonstration of competence in the specified responsibilities of the position, and signals recognizing levels of achievement from colleagues in the Department, College, and wider

University community. The core of the evaluation process for promotion is the end result of a carefully executed, faculty peer review.

Early Stage Review Process

Sometime between the third and fifth year of a non-tenure track faculty member's appointment at SLU, the department will conduct a thorough review of the faculty member's progress toward promotion. All of the higher ranking faculty in the department will review the faculty member's progress as it appears in a complete dossier provided by the candidate. The faculty member's mentor will provide written evaluations of progress in teaching and, where appropriate, scholarship to the Department Chair. The Chair will use the mentor's evaluation, comments provided by the faculty at the meeting, and the candidate's dossier to prepare a letter notifying the candidate on their progress. After preparation of the early stage-year review letter and distribution to the candidate and the Dean, the Chair will meet with the candidate to discuss the evaluation.

IV. CRITERIA FOR CONTINUING, NON-TENURE TRACK FACULTY

Promotion to Non-Tenure Track Assistant Professor

Teaching

The Department of Chemistry views its primary mission to be the education and training of students at the baccalaureate, and masters and PhD levels. Consequently, a significant emphasis is placed on teaching. The means by which the department evaluates an individual's teaching may include tenured faculty, peer, and Chair's evaluations, course evaluations, class visitations, and the review of examinations, course syllabi, and other related materials.

Each faculty member will have a teaching assignment that is governed by the department's needs and the faculty member's workload distribution as determined by the Chair on an annual basis. These assignments may include undergraduate and/or graduate courses. Some faculty member's assignments may require development of new courses or modification of existing courses.

Mentoring

The applicant for promotion must provide quality mentoring to graduate teaching assistants, undergraduate student workers, and support staff. They must demonstrate a reasonable knowledge of the policies and procedures of the Department and University that apply to mentoring.

Scholarship and Research

Faculty members are expected to have published in peer reviewed scientific journals, although not necessarily as a principal investigator. It is also optional for the faculty member to have scholarship in the form of instrument grants, research grants, research publications and presentation, and peer reviewed education publication and presentations.

Professional Service

All faculty members are expected to contribute to the Department, College, and University service as the need arises to promote the proper functioning of the community. Community service is also an expectation, this particularly important given the University's Jesuit, Catholic mission. Service contributions are equally important for non-tenure track faculty members and are considered as part of their promotion. Promotion to NTT Assistant Professor requires demonstrated productive participation at the Department and College level and through community service participation.

Collegiality

As the Department of Chemistry needs to function in a cooperative manner, candidates need to demonstrate collegial behavior and a willingness to work cooperatively with the faculty and staff

in the department. This may take the form of team-teaching courses, working together in the teaching of multiple sections of a given course, collaborative research projects, collaborative publications and serving on committees.

Promotion to Non-Tenure Track Associate Professor

Teaching

The requirement for promotion to NTT Associate Professor is evidence of expanded roles in teaching and scholarship. In particular, expanded teaching roles will include participation across the curriculum, including laboratory courses, lecture courses, and may include both graduate and undergraduate courses.

Mentoring

The applicant for promotion must provide quality mentoring to graduate teaching assistants, undergraduate teaching assistants, undergraduate work studies, support staff, and assigned mentees. They must demonstrate a reasonable knowledge of the policies and procedures of the Department and the University that apply to mentoring.

Scholarship and Research

The candidate will also demonstrate continued professional development. This should include attendance and presentations at professional conferences and workshops, submission of grant proposals, and publication in the peer reviewed literature.

Professional Service

For promotion to NTT Associate Professor the candidate will have demonstrated contributions to the Department, College, and University. They will have also have demonstrated community and professional service contributions.

Collegiality

As the Department of Chemistry needs to function in a cooperative manner, candidates need to demonstrate collegial behavior and a willingness to work cooperatively with the faculty and staff in the department. This may take the form of team-teaching courses, working together in the teaching of multiple sections of a given course, collaborative research projects, collaborative publications and serving on committees.

Promotion to Non-Tenure Track Professor

Teaching

Usually, candidates considered for promotion to Full Professor have received honors and awards in teaching, achieved recognition for outstanding pedagogical development and supervision of

courses, and received substantial extramural support for scholarly work with instruction, student development, course development, or training programs within Saint Louis University or between Saint Louis University and other institutions.

The requirement for promotion to Professor is broad evidence of expertise in and commitment to teaching of chemistry at both the undergraduate and graduate levels. These should be demonstrated in the candidate's course evaluations and annual reviews, and in the testing and development of pedagogical materials. The candidate for promotion is expected to continue and expand their participation in the supervision of undergraduate and, where appropriate, graduate student research projects while also building upon his or her experience in teaching, including the demonstration of a willingness to critically evaluate and implement new pedagogical innovations. It is also expected that a faculty member will have developed new courses in chemistry. This may include graduate courses in the faculty member's area of specialization.

Mentoring

The applicant for promotion must provide quality mentoring to their students and assigned mentees. They must demonstrate a good knowledge of the policies and procedures of the Department and the University, especially as they apply to the mentoring both of undergraduate and graduate students in chemistry.

Additionally, senior faculty members are expected to mentor junior faculty members in the Chemistry Department in their teaching and research endeavors.

Scholarship and Research

In the area of scholarship, faculty members are expected to demonstrate research activity. The quality of scholarship should be significantly higher than that required for promotion to the rank of associate teaching professor. The candidate will have served as principal investigator on extramural grants and have published in the peer-reviewed literature as corresponding author.

Professional Service

To be considered for promotion to the rank of NTT Professor, the faculty member should show evidence of heightened professional reputation in the areas of employment expectations, and wide recognition as an authority or leader in their field of endeavor. Contributions in service to the University may be measured by the extent of participation in departmental, college, or university committees and in serving as chair on committees. Professional service is generally carried out through the ACS or other scientific societies.

Collegiality

The candidate will continue demonstrating collegial behavior and willingness to work cooperatively with the faculty and staff in the department. This may take the form of team-

teaching courses, working together in the teaching of multiple sections of a given course, collaborative research projects, collaborative publications and serving on committees.