

Department of Chemistry

Policy and Procedures for Retention and Granting of Tenure

“The intrinsic criterion for granting tenure is some suitable combination of excellence in teaching, the scholarship it entails, and service to the University, with primary emphasis placed on teaching and scholarship. Each department will establish and have approved by the Academic Vice President written standards and procedures for tenure and for meeting at least annually with candidates to review their progress. This review will be separate from the annual Faculty evaluation process (Part Four, Section II). Department procedures are to be consistent with University tenure procedures and guidelines which have been approved by the Faculty and promulgated by the President (Appendix J).” - Faculty Handbook

General procedural policies will be followed as outlined in Appendix J of the Faculty Handbook.

GUIDELINES FOR RETENTION AND TENURE

Preamble

The evaluation of the faculty member with regard to retention and the granting of tenure will concentrate on the standards listed below. The candidate should keep in mind how their activities utilize their talents and interests to further the Mission of the Department of Chemistry and the University.

Standards for Retention and Tenure

Below, we outline the evaluation standards used by the Chemistry Department in the Annual Review process. These are listed in descending order of importance, 1 to 3. It is the intention of the Department of Chemistry that the key focus in evaluating the candidate for tenure be on the quality of the candidate's performance and progress as an indicator for potential future success. During the yearly discussions of the RTC with the candidate, the RTC will make suggestions as to the appropriateness of the candidate's record in both its presentation and its quality. The extent to which the candidate applies these suggestions to future activities becomes an important component of the candidate's progression toward tenure and promotion.

These standards presuppose the continuation of University and departmental support for the activities listed at the level existing when this Policy and Procedures document is accepted. The percentages are indicators of the relative weight that the RTC will use in evaluating the candidate and so are suggestions as to how the candidate might apply their efforts.

In addition to the specific standards below, as part of the annual evaluation process the RTC will also consider the extent to which the candidate follows the current Chemical Hygiene Plan for the University as well as the current Safety Policies of the Department.

1. Teaching (40-60%)

High quality teaching is the primary expectation of the candidate for tenure. However, there is not one particular style or method that is indicative of quality. Many styles of teaching are potentially capable of achieving the standard for tenure. The ability to respond to needs of student learning using a variety of tools and background knowledge, as well as being able to adapt one's teaching based on critical self-evaluation, are hallmarks of high quality teaching. The candidate should demonstrate ongoing efforts in improving student learning and their own pedagogical skill and knowledge base.

The excellence of a faculty member will be judged on the extent to which he/she:

- Engages students and facilitates their learning, including the development of critical thinking skills
- Evaluates student and peer evaluations and then considers implementation of appropriate improvements
- Evaluates student learning to determine possible improvements in coverage of course material and then incorporates the improvements as appropriate
- Keeps the course content up-to-date by introducing: new material; references; techniques; and technology, as appropriate
- Considers changes in the way course material is covered and evaluates their effectiveness and applies appropriate revisions
- Educates students in the processes of science, including planning, safety, experimentation, and communication of the results, through course work and student participation in the candidate's research program
- Effectively advises students, ordinarily beginning with major advisees assigned by the Chair then adding a few Freshman/Sophomore advisees by the Third Year Review

2. Scholarship (30-40%)

While teaching is the primary component in the tenure and retention decisions, high quality scholarship is a secondary expectation of the candidate for tenure. Among the goals of this scholarship are: advancing knowledge in the field, maintaining awareness of developments in the field, and contributing to the external reputation of John Carroll University and the department. The candidate should develop a high quality chemistry based research program which includes at least one external grant application and at least one peer-reviewed publication in the primary scientific research literature describing work initiated and conducted primarily while a member of the faculty of John Carroll with the candidate acknowledged as a significant contributor.

The excellence of a faculty member will be judged on the extent to which he/she:

- Displays an ability to generate independent ideas or questions and develops an appropriate research program to investigate the idea or question to an

appropriate conclusion, utilizing the resources available: at John Carroll, through collaboration; and/or obtained through grantsmanship

- Displays a commitment to personal scholarly development as evidenced by a suitable combination of: publications; presentations at professional meetings; and externally funded grant applications
- Includes an appropriate number of undergraduate students as an integral part of the candidate's scholarly development
- Evaluates how attendance at professional meetings, participation in continuing educational opportunities and maintaining awareness of developments in their field impacts the candidate's research program, and, as appropriate, the content of their courses

3. Service (10-20%)

High quality service is another expectation of the candidate for tenure. The goal is for the candidate to be an active participant in the University and the wider community as interest, talent, time, and needs dictate. Service that informs and is informed by the candidate's teaching and scholarship is particularly beneficial.

The excellence of a faculty member in service will be judged on the extent to which he/she:

- Serves on and contributes to departmental committees and contributes to departmental mission and function.
- Is an active and contributing member of the John Carroll community, the professional community, or the wider community

It is the intention of the department that promotion to Associate Professor be made with the granting of tenure.

These standards and goals were created through a series of meetings from 2009 to 2012 and were accepted at a Departmental Meeting on 4/17/2012 by a vote of 8 yeas and 0 nays, with 1 abstention.

Department of Chemistry

Standards/Procedures for Promotion to Associate Professor

“Appointment as an associate professor involves, in comparison with lower ranks, a more searching scrutiny of the qualifications of the candidate and assurance that peers, colleagues, and superiors recognize mature professional and personal development. In general, the standards for this rank differ from those for the professorship in degree rather than in kind, and the appointment to it is conferred only if the sponsoring department is confident that the member clearly has the potential to achieve a professorship.” - (Part Two, Section III) Faculty Handbook

1. General procedural policies will be followed as outlined in Appendix K of the Faculty Handbook.
2. It is the intention of the department that promotion to Associate Professor be made with the granting of tenure.
3. In requesting consideration for promotion, a faculty member needs to support his/her case with appropriate documentation that addresses the following areas: quality of teaching, success in scholarship, service to the department, service to the university, and service to the wider community.
4. As the candidate progresses toward tenure, the RTC will inform the candidate in its yearly evaluation how the candidate is progressing towards promotion to Associate Professor as well.

Standards for Promotion to Associate Professor

The more searching scrutiny required of an associate professor will not be defined as one particular activity or accomplishment, but requires a combination of accomplishments. These will not be narrowly defined, nor is this list exhaustive. The successful candidate for Promotion to Associate Professor will have met and continue to meet the standards for tenure and additionally accomplishes at least three of the items listed below. The RTC may decide that a sufficiently strong example, or multiple examples, of one item may count more than once in meeting this requirement. The department recognizes that one activity may qualify under more than one of these standards.

It is the intention of the department that promotion to Associate Professor be made with the granting of tenure. In a case where tenure is granted without promotion, the faculty member is encouraged to apply for promotion as soon as possible. Ordinarily the RTC will primarily consider accomplishments within the five years preceding the application for promotion. The candidate may consult with the RTC or department chair on their progression to promotion. If requested by the candidate, the RTC will formally respond on the candidate's progression to promotion, in writing, within one month of the request, excluding breaks.

These standards presuppose the continuation of University and departmental support for the activities listed at the level existing when this Policy and Procedures document is accepted. Below, we outline several examples of activities that can be used to demonstrate mature professional and personal development to the Chemistry Department.

1 Teaching

- Implements and assesses substantial changes to course taught.
- Uses contemporary models and familiarity with the literature in his/her specialty to update courses and curriculum.
- Publication of and/or funding for pedagogical work.
- Displays recognized leadership or mentoring of colleagues in their teaching.
- Other items agreed upon by the candidate and the RTC.

2 Scholarship

We believe that the most important indicator of scholarship is evidence of a steady progression of work in one's research program. The combination of past and present success along with future research plans will be rewarded. Sufficient professional and personal development in other areas, such as the scholarship of teaching and learning in the chemical sciences will also be rewarded.

- Displays additional commitment to personal scholarly development as outlined in the Scholarship section of the Chemistry department Tenure guidelines dated 11/15/2011. 4/17/2012 JTD
- Contributes to scholarship of the department through grantsmanship and leadership for departmental initiatives.
- Obtains and successfully administers one or more externally funded grants
- Displays recognized leadership or mentoring of colleagues in their scholarly pursuits.
- Works effectively with more than the typical number of research students.
- Other items agreed upon by the candidate and the RTC.

3 Service

- Serves effectively on university committees as interest, talent and needs dictate.
- Accepts and demonstrates leadership responsibilities in service activities.
- Contributes substantive and sustained service to two or more of: department, university, profession and community.
- Other items agreed upon by the candidate and the RTC.

These standards and goals were created through a series of meetings from 2009 to 2012 and were accepted at a Departmental Meeting on 4/17/2012 by a vote of 8 yeas and 0 nays, with 1 abstention.