

Chemistry Department Evaluation Criteria

April, 2009

The Faculty of the Department of Chemistry affirms the spirit and intent of Article VIII of the bylaws of the College of Arts and Sciences of Rollins College as it pertains to evaluation of faculty for tenure and promotion. Rollins College faculty values teaching excellence above all. We see scholarship as congruent with high quality teaching, and expect candidates to demonstrate scholarly interests and provide evidence of an active scholarly life that can be evaluated by peers inside and outside the college. In supporting this emphasis the following criteria shall be used by the Department of Chemistry and the Candidate Evaluation Committee of the Chemistry Department to evaluate the merits of a candidate's application for reappointment, tenure, and/or promotion. It is the responsibility of the candidate to make and document his /her case for reappointment, tenure, and/or promotion.

Teaching. It is expected that the candidate demonstrate both competence in his/her subdisciplinary field(s) and the ability to organize and convey knowledge of his/her field to students clearly and effectively. While we recognize the legitimacy of a wide variety of teaching methods and pedagogy, candidates must be able to organize coherent and useful courses in which students are challenged to develop skills as well as learn a body of knowledge, provide assignments and environments that engage and stimulate student critical thinking and conceptual understanding, facilitate effective problem solving and communication skills, and establish a realistic but demanding set of expectations. We believe that the candidate must demonstrate excellence as a teacher, and a commitment to the profession of teaching, to deserve tenure or promotion.

We will employ the following criteria or means to assess teaching excellence:

1. the candidate's self-assessment statement, an articulation and assessment of teaching/learning philosophy, goals, pedagogy, and plans, and their congruence with Departmental and College needs;
2. course objectives and course/laboratory syllabi, handouts, examinations, and writing assignments demonstrating the depth and breadth of exposure to the subject, and rigor of the assessment of student learning;
3. demonstration of a willingness to develop new or regularly update the content of existing courses that reflect the evolution/scholarship of the discipline;
4. demonstration of a commitment to educational initiatives such as the RCC, the Honors program, interdisciplinary courses, team-taught courses, and/or the general education courses (e.g., Q, P, and P-N courses);
5. evidence of a pattern of positive responses by students in their evaluations of the candidate's teaching and courses;
6. classroom visits by members of the Chemistry Department Evaluation Committee or , when possible, team-teaching on a regular basis prior to evaluation;
7. conversations and interviews with students; and
8. any appropriate additional means suggested by the candidate.

Because teaching excellence is of primary concern, the Department expects candidates for promotion to Professor to exhibit ongoing interest in teaching improvement. When evaluating candidates for promotion to Professor, the Department will look for examples of continuing efforts to sustain teaching at a high quality and to investigate new methods which encourage active learning such as: attendance at teaching/learning workshops and colloquia (on or off campus), course redesign to incorporate new materials and new pedagogy, participation in interdisciplinary and team-taught courses, and grant proposals whose focus is teaching/learning.

Research and Scholarship. We consider Research and Scholarship to be essential to one's professional advancement, and as an evaluation criterion, to be critical in maintaining currency in and enthusiasm for one's discipline and therefore, contributing to teaching effectiveness. We expect the candidate to demonstrate scholarly accomplishment, as well as ongoing intellectual activity directed toward making a contribution to his or her field(s) and/or toward the extension or deepening of intellectual competence. We recognize the value not only of scholarship in a particular academic discipline, but on interdisciplinary efforts and pedagogical research as well. Further, the engagement of undergraduates in research activities and scholarship lies at the core of an undergraduate chemistry experience, and the mission of the Department, and is therefore strongly encouraged. Scholarship and publication involving undergraduate collaborators are encouraged.

For the academic chemist, research rarely occurs in isolation, and commonly involves collaboration with students, post-doctoral research associates, and faculty colleagues from his/her or other institutions. This is often due to the complexity or multidimensional nature of problems, sharing and engaging new ideas, and/or the introduction of new instrumentation, procedures or techniques. Scholarship has historically taken on a variety of forms, but most commonly research findings are shared via peer-reviewed articles published in subdisciplinary journals most closely aligned with the topic, and by papers presented at professional society meetings. Poster papers have become a widely accepted and often the preferred medium for presentation of ongoing research.

Sustained achievement in this area may be demonstrated by chemical, biochemical research, or pedagogical scholarship submitted for review by one's professional peers, such as published research in refereed journals or books, and through oral papers, invited papers, poster presentations or panel participation at professional meetings. Participation in other scholarly activities such as seminars in which scholarly work is required, service as a referee or reviewer for professional journals, publishers or granting agencies, invited lectures, and the receipt of grants or fellowships from which scholarly writing is expected, represent scholarship activities of a chemist.

At minimum, the candidate must demonstrate prior to the evaluation for tenure and promotion to Associate Professor, that he/she has the capability for professional advancement by:

1. presenting at least two accepted oral or poster papers (research and/or pedagogical) at regional or national meetings of professional chemical or biochemical societies, such as the American Chemical Society, or the American Society of Biochemistry and Molecular Biology; and

2. publishing (or formal acceptance to publish) at least one research or pedagogical article in a peer refereed chemistry or biochemistry journal, or its equivalent, such as a research grant awarded by the N.S.F, N.I.H., A.C.S.-PRF, or Research Corporation.

This work published or presented should be based on professional activity undertaken, but not necessarily initiated, since beginning service at Rollins. Presentations and publication involving undergraduate collaborators and co-authors is encouraged.

These requirements are the same for tenure and promotion, except that the College has higher expectations for candidates for promotion to Professor, where a *stronger record of scholarly accomplishment must be demonstrated* to deserve promotion. At minimum, (and beyond those minimum requirements for tenure)

1. presentation of at least two accepted poster or oral papers (research and/or pedagogical) at regional or national meeting of professional chemical or biochemical societies, such as the American Chemical Society or the American Society of Biochemistry and Molecular Biology; **and**
2. publication of (or formal acceptance to publish) at least three articles (research or pedagogical) in peer reviewed journals of the discipline, or publication of a chemistry textbook or monograph (or as a major contributor) by a national publisher, or their equivalent, such as a research grant awarded by the N.S.F, or the N.I.H.

In establishing a pattern of professional development, the candidate may request that pertinent letters from professional colleagues at other institutions be included for review.

Service. We affirm the expectations for service to the college community as stated in the Bylaws. Service to the college can take many forms, and Rollins takes pride in the variety of contributions made by individual faculty members. We expect every faculty member, however,

1. to adhere to professional standards as established by the American Chemical Society;
2. to be regularly available and receptive to students for consultation and advising.

Candidates may fulfill this criterion in a variety of ways including, but not exclusively:

1. freshman and major advising (a requirement of all faculty);
2. service on all-college or ad hoc committees, or holding offices within the faculty;
3. projects or leadership responsibilities undertaken on behalf of the Department;
4. participation in student-oriented activities, such as participation in educational programs in the dormitories or campus organizations such as the Student Affiliates of the American Chemical Society;

5. presentations to community groups;
6. participation in community or service organizations; and
7. elected leadership or volunteer service in local, regional or national professional societies or organizations.

The candidate's participation in the departmental advising load and college governance will receive particular attention.