

## DEPARTMENTAL CRITERIA

### Revised and Approved Spring 2022

The Faculty of the Department of Chemistry affirms the spirit and intent of Article VIII of the bylaws of the College of Liberal Arts 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. Service to the College and our broader communities is part of the professional life of the faculty. In supporting these emphases, 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 their case for reappointment, tenure, and/or promotion.

#### Teaching

We expect every candidate to demonstrate competence in their ability to organize and convey knowledge of their field(s) to students effectively. Candidates must be able to teach coherent and useful courses in which students are challenged to learn a body of knowledge and develop skills with realistic, but demanding, expectations. The learning environment and assessments should engage and stimulate student critical thinking and conceptual understanding as well as facilitate effective problem solving and communication skills. We recognize that these goals may be accomplished using a diverse array of teaching methods and pedagogy. We believe that the candidate must demonstrate excellence as a teacher and a commitment to the profession of teaching to deserve tenure and/or promotion.

#### Tenure and Promotion to Associate Professor

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

1. the candidate's professional assessment statement (PAS) which includes an articulation and assessment of teaching/learning philosophy, goals, pedagogy, and plans, and their congruence with departmental and college needs;
2. syllabi, course and learning objectives, examinations, assignments, and evidence of effective feedback provided to students demonstrating the depth and breadth of exposure to the subject and rigor of the assessment of student learning;

3. demonstration of a commitment to excellence in teaching foundational and elective courses in one's area of sub-disciplinary expertise(s) to serve students within the chemistry major/minor and BMB major, which includes appropriate updates of content in existing courses and/or development of new courses that reflect the evolution/scholarship of the sub-discipline;
4. demonstration of a commitment to excellence in teaching multi-section introductory (100- and 200-level) chemistry courses to serve chemistry, biology, and pre-health students, including contributions to the overall curriculum;
5. demonstration of a commitment to educational initiatives primarily serving students outside the science majors, including general education, honors, and RCC courses;
6. evidence of a pattern of positive quantitative and qualitative feedback by students in their evaluations of the candidate's teaching and courses;
7. classroom visits by members of the Chemistry Department Candidate Evaluation Committee on a regular basis prior to evaluation;
8. and any appropriate additional means suggested by the candidate.

#### Promotion to Professor

Given that teaching excellence is of primary concern, the Department expects candidates for promotion to professor to exhibit continued engagement in teaching improvement and will employ the above criteria or means to assess teaching excellence. When evaluating candidates for promotion to professor, the Department will look for demonstration of sustained efforts to deliver high quality courses that include reflection on and revision of pedagogies. Such evidence includes but is not limited to participation in pedagogical and/or course redesign workshops (on or off campus), and authorship/directorship of grant proposals whose focus is teaching/learning.

#### **Scholarship**

We consider scholarship essential to one's professional advancement. Research is critical in maintaining currency in and enthusiasm for one's discipline and therefore, contributing to teaching effectiveness. We expect the candidate to establish and maintain a vibrant research program at Rollins which demonstrates ongoing intellectual activity and scholarly accomplishments. We recognize the value not only of scholarship in a particular scientific discipline but also interdisciplinary efforts and pedagogical research.

Furthermore, the engagement of undergraduates in research activities and scholarship lies at the core of an undergraduate chemistry experience and the mission of the department. The development and maintenance of a strong research program at Rollins includes involving undergraduate students. Evidence includes direction of senior thesis and independent study projects during the academic year, participation in the Rollins Student-Faculty Collaborative Scholarship (or similar) summer research programs, travel with students to present work at scientific meetings, and publications involving undergraduate collaborators.

Due to the complexity and/or multidimensional nature of scientific problems and limitations of expertise and instrumentation at primarily undergraduate institutions, research rarely occurs in isolation. Common collaborations include faculty colleagues within and external to the institution as well as students. If appropriate, the candidate's materials should note their contributions to the publications.

#### Tenure and Promotion to Associate Professor

At minimum, the candidate must demonstrate prior to the evaluation for tenure and promotion to associate professor, capability for professional advancement by:

1. presentation of at least two oral or poster presentations (disciplinary 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 two peer-reviewed articles in a chemistry or biochemistry journal. *One article must report disciplinary-based laboratory research initiated by the candidate while at Rollins. The second may be a disciplinary paper, review article, or pedagogical paper. The second paper must be based on professional activity undertaken, but not necessarily initiated, since beginning service at Rollins.*

#### Promotion to Professor

These requirements are the same for promotion to professor, except that the College has higher expectations for candidates for promotion to professor, including a *stronger record of scholarly accomplishment*. In addition to the minimum publication and presentation requirements below, sustained achievement in this area may be demonstrated by contributing invited lectures/papers, participation as a panelist in professional venues, service as a reviewer for professional journals, publishers, or granting agencies, or other additional ways the candidate may make a case for. At minimum, *and excluding those used in the case for tenure*:

1. presentation of at least two poster or oral presentations (disciplinary and/or pedagogical) at regional or national meetings of professional chemical or biochemical societies.

and

2. at least three articles in peer reviewed journals (two of which must be published), or publication of a chemistry textbook or monograph (or as a major contributor) by a national publisher, or their equivalent, such as a competitive research grant awarded by nationally recognized agencies funding scientific endeavors. *Two articles must report disciplinary-based research.*

**Service**

The Chemistry Department takes pride in the variety of contributions made by individual faculty members. Service to the college is essential and can take many forms as each faculty member may contribute in ways that match both their strengths and interests. However, we expect every faculty member to be regularly available and receptive to students for consultation, mentoring, and advising in settings such as the classroom, lab, and faculty member's office. The candidate's participation in the departmental advising load and college governance will receive particular attention.

Tenure and Promotion to Associate Professor

As previously stated, candidates may fulfill this criterion in several ways. Below is a non-exclusive list of exemplary activities:

- a) advising and mentoring of first- and second-year students outside of the CHM and BMB major, and major advising (CHM and BMB, a requirement of all faculty);
- b) service on all-college committees, task forces, ad hoc committees, directorships of programs, or holding offices within the faculty;
- c) duties and/or leadership responsibilities undertaken on behalf of the department;
- d) participation in student-oriented educational programs on campus or student organizations (e.g. Student Affiliates of the American Chemical Society);
- e) outreach presentations, activities, and community service to the broader community;
- f) elected leadership or volunteer service in local, regional, or national scientific organizations and/or societies.

Promotion to Professor

The chemistry department recognizes that a candidate for promotion to professor should include continued service contributions from the prior list *and* demonstrate an impact through their service. Evidence of such a contribution should include leadership of a committee/department/program, securing funding to improve infrastructure and equipment, improving existing programs/curriculum or establishing new initiatives, or other additional ways for which the candidate may make a case