

Promotion and Tenure Guidelines

Department of Chemistry and Biochemistry

(September 2006; revised May 2011, December 2017, and March 2018)

One of the critical processes that academic departments partake in is the preparation of faculty for promotion and tenure. Faculty are hired by a department because they have great potential for scholarship and teaching. That potential is expected to develop and grow during a faculty member's academic career. The department is expected to play a guiding role by defining what is expected and providing regular feedback to faculty concerning their progress. By the same token, the department plays the leading role in initiating and making the first-round decision for tenure and/or promotion.

The Department of Chemistry and Biochemistry promotion and tenure policies conform to the guidelines established by the College of Arts and Sciences and the University. The philosophy, components, and processes are largely derived from the University and the College of Arts and Sciences *Promotion and Tenure Guidelines* and are not reproduced here. This document outlines the aspects of the promotion and tenure that are unique to the Department. The expectations and procedures are the primary focus.

Expectations

For promotion to Associate Professor with tenure, or for tenure as Associate Professor for a person whose initial appointment was at that rank, the Department's expectation is that the candidate will: (1) have demonstrated his/her competence as a teacher; (2) have established a program of research that is productive, and well regarded by his/her peers, (3) have attracted¹ external funding; (4) have demonstrated the ability to effectively mentor students in research; (5) have demonstrated a willingness and ability to assume additional service responsibilities following the award of tenure. For promotion to the Associate level, the candidate's record must demonstrate substantial commitment to and effectiveness in teaching, evidence of scholarly or creative accomplishments, a commitment to university and professional citizenship, and a promise of achieving a level of distinction that will lead to promotion to the rank of Professor. (College of Arts & Sciences *P & T Guidelines*)

As faculty achieve seniority, it is expected that they will periodically reexamine the ways in which they are contributing to the Department's overall mission. Senior faculty are expected, in accordance with University and College expectations, to involve students in an active and productive program of research and scholarship, to continue reasonable efforts to secure external funding, and to accept a greater range and amount of service obligations at the Department, College and University levels. However, it is understood that career patterns may differ among

¹ Note that the Department of Chemistry and Biochemistry Promotion and Tenure guidelines have changed as of March 2011 (after establishment of our PhD program) from an expectation to *apply for* external funding to an expectation to *attract external funding*. We recognize that faculty hired under the old version of the P&T guidelines should not be held to the same standards as are more recently hired faculty in terms of securing external funding.

individuals, and these differences are reflected in the *College Promotion and Tenure Guidelines*. Senior faculty may accept major administrative appointments or obligations that limit their research productivity or require release from some teaching assignments; they may also wish to take on teaching obligations in addition to the standard assignment and limit their research or service contributions accordingly. Tenured faculty may negotiate agreements with the Department Head for modifications in the standard expectations noted above for teaching, research and service from year to year or for longer periods of time. When approved, these modifications will be taken into account in the annual evaluation of faculty performance. Associate Professors will receive comments in their annual review letter regarding progress towards promotion to Professor.

It is the Head's responsibility to ensure that any modifications to individual faculty expectations do not, in the aggregate, compromise the Department's ability to carry out its mission in the areas of teaching, research and service. All such agreements will be recorded by the Head, with copies sent to the Dean and entered in the faculty member's personnel file.

Promotion to the rank of Professor is based upon achievement, distinction, and the impact of one's contributions. (*College of Arts & Sciences P & T Guidelines*). This promotion can result from outstanding and sustained professional achievement in any of the areas of teaching, research or service, or as an aggregate of contributions in more than one area. Examples of evidence for outstanding achievement can include, but is not limited to:

Teaching

- History of strong teaching evaluations
- Teaching awards
- Successful curriculum/course design and improvements

Research

- Sustained research funding from external funding opportunities
- Strong and sustained publication history
- Research awards
- Development/commercialization/licensing of intellectual property developed
- Future placement and success of researchers trained

Service

- Excellence in Departmental, College, or University leadership
- Strong and extensive service to a scientific and/or local community

While it is not expected that any single faculty member would achieve all of the examples listed above, successful promotion to Professor would require at least a few examples of excellence in at least one of the areas.

At any level of review, a candidate's portfolio should document sustained efforts in research, scholarship or creative activities. These efforts might include publications and other products of scholarship, mentoring of undergraduate and graduate students, seeking funding for research and

scholarship, and making presentations at professional meetings during the period prior to review for promotion.

1. Teaching

As directed by the UNC General Administration, teaching is the primary mission of all campuses in the UNC system, and the Department of Chemistry and Biochemistry expects from all faculty a serious commitment to effective teaching at both the undergraduate and graduate levels, including the supervision of student research projects. Accordingly, faculty cannot expect reappointment, promotion or tenure if their teaching, as assessed by the Department's procedure for teaching evaluation, is consistently found to be inadequate. No level of research productivity or service contributions will outweigh an overall assessment of inadequate teaching in such personnel decisions. Therefore, it is important that the Teaching category is given significant weight at all levels of professional evaluations. Since teaching effectiveness and contributions are difficult to measure, the following is provided as guidance.

Teaching includes any activity designed to ensure effective instruction at the undergraduate or the graduate level. Most teaching is undertaken in the Department of Chemistry and Biochemistry, but teaching for special College or University programs (Freshman Seminars, Residential College, the Honors Program, etc.) will be included in this category.

Teaching activities include, but are not limited to, the following:

- Classroom instruction

Traditional classroom instruction is a major teaching activity. Promotion and Tenure cannot be achieved without high quality classroom instruction. The magnitude of time and effort needed for effective classroom instruction, as well as the overall impact our courses have on the students, cannot be overstated. Therefore, effectiveness in classroom instruction will be given significant weight for "Teaching" in the Promotion and Tenure processes. For the purposes of this section, instruction of teaching laboratories (e.g. General Chemistry Lab, Organic Chemistry Lab, etc.) are explicitly considered "classroom instruction". Some examples of teaching activities that fall under the heading of classroom instruction include, but are not limited to:

- Preparation and delivery of traditional lectures and labs – flipped-classroom videos and activities, prelab lectures, managing discussions, etc.
- Preparation and assessment of homework and project assignments
- Preparation and assessment of exams
- Helping students from the class during office hours and appointments
- Handling of student questions via electronic means (email, Canvas, etc.)
- Design, troubleshooting, and assessment of experiments for laboratory courses
- Managing laboratory courses (materials, equipment setup, etc.)
- Development and assessment of written lab report assignments

- Managing/mentoring of course Teaching Assistants
- Supervision and mentoring of students in research settings

Laboratory research is pedagogically important for students and their careers, and the focused one-on-one mentoring so valuable to these students and our Department cannot be replicated in any of the classroom activities described above. However, unlike classroom instruction (which is evaluated in the Teaching category in most cases), the mentoring and management of research students appear again in the “Research” section of these P&T Guidelines, and may contribute to the measurable outcomes listed there as well (publications, grants, etc).

- Supervision and mentoring of students in internship settings
- Advising students
- Serving on thesis and dissertation committees
- Preparing new courses, revising existing courses, helping with curriculum revisions; designing laboratory activities; preparing laboratory or other manuals
- Public outreach efforts that serve educational purposes
- Attendance at teaching workshops
- Creating multimedia enhancements to the curriculum
- Publishing textbooks, study guides, or other instructional materials
- Creating multimedia enhancements to the curriculum
- Submitting proposals for instructional grants (internal or external)
- Management of other educational activities

A few of our activities do not fit neatly in the teaching category in the traditional sense, yet still have relevant value to the teaching mission. Below are examples:

- Managing multi-section laboratory programs
- Managing external and internal seminar schedules

Teaching loads are defined by the Department’s needs under the direction of the Department Head, and also in conjunction with colleagues in the respective division (i.e., Analytical, Organic, etc.). The teaching load of junior faculty may be lower than the Departmental standard during their first year of appointment as they prepare their first courses and establish their research program. Adequate teaching is expected from faculty at all levels, but particularly high quality teaching may be recognized through nominations of awards and also with due credit in Annual Reviews, Post-tenure Reviews, and the overall Promotion & Tenure processes for all ranks. Teaching large courses or volunteering for large lower level courses outside of the usual field, or mentoring large numbers of research students, are unusual cases that may be given additional consideration in terms of determining teaching loads and for evaluation of teaching.

2. *Research*

Research includes any activity designed to generate, synthesize, interpret, or apply scientific knowledge and understanding. The outcomes of research activities include, but are not limited to, the following:

- Publishing papers in peer-reviewed professional journals, including teaching-based research journals
- Publishing or editing scholarly books or monographs
- Assessment of new or proposed pedagogy or curriculum changes
- Innovation of pedagogical methods that influence either course delivery or course materials
- Publishing chapters in edited books
- Presenting papers or posters at conferences and invited research colloquia
- Entrepreneurial activities (e.g. submission of patents, licensing, forming partnerships, etc.)
- Designing, building, and testing of scientific instrumentation
- Scientific software development (e.g. for data acquisition, analysis and interpretation, computational molecular modeling and dynamics simulations, etc.)
- Contract research
- Securing funding (in the form of internal and external grants, including for instructional programs in Chemical Education)
- Being awarded patents
- Developing distributed software.

Measurement of research productivity is more than defining a number of publications and grants. Scientific works of all kinds carry with them a quality that relates to their significance to the field, the magnitude of the product of the work, and the depth of intellectual challenge and accomplishment involved. An immeasurable aspect of research is the effort and progress that results in production of equipment, materials, theory, and knowledge that advances the scientific understanding in a given field. Scholarly activity will be assessed according to the type of scholarly activity being pursued. Collaborative and interdisciplinary work is valued as part of a faculty member's activities. The faculty member's role on collaborative work, including coauthored publications, will be clarified as needed to help with the evaluation of their research impact.

Faculty must exhibit an adequate record of accomplishment and success in research involving a combination of effort, progress, publication, and grantsmanship. Although a certain frequency of scholarly product output is generally necessary to establish a track record, sheer number of products is neither the only nor the most important index of scholarly productivity. Faculty are expected to achieve a record of scholarship that has a significant impact, either in quantity or quality, or both. Efforts to secure external funding are expected of all faculty.

Community engaged scholarship – scholarship that is undertaken in collaboration with community partners (see *College P & T Guidelines*) – is valued, but not required, by the Department of Chemistry and Biochemistry. Examples of community engaged scholarship could include, but is not limited to, research collaborations with local industries, community organizations, local schools, or community colleges. Community engaged scholarship is expected to result in the same types of measurable outputs (publications, patents, etc.) as other types of research and, as such, would be recognized as a valued contribution to a promotion and tenure dossier.

3. Service

All faculty are expected to provide service to the University and to the profession of chemistry and biochemistry. Assistant Professors in their first term of appointment are expected only to provide institutional service at the Department level; some level of College or University service during the second term of appointment is generally an asset for promotion to Associate Professor. As a faculty member's career progresses, additional service is expected, both at the Department and at the College and University levels. Institutional service may include serving on committees or task forces, writing reports and other internal documents, mentoring junior faculty, and accepting major administrative assignments inside or outside the Department. Service to the profession may include reviewing manuscripts and grant proposals, serving in an official capacity within a professional organization, serving as an editor or member of an editorial board, and serving as an external reviewer for another institution. Faculty may also choose to provide professional service to the community, for example by serving on community boards or task forces, by consulting to public and private organizations, and by providing training or professional enhancement for members of the community. To be considered part of a faculty member's professional performance, community service should involve the application of professional expertise, not simply the contribution of time and effort.

4. Directed Professional Activity

Occasionally, faculty may be engaged in directed professional activity as a significant part of their professional efforts. This optional category includes activities that contribute to the University and/or other communities, but merit separate classification from teaching, research, and service. Examples of these activities include developing grant proposals that benefit the University, developing special programs for students, writing technical manuals, directing or leading a research institute, or providing methodological assistance to colleagues conducting research. Faculty who anticipate significant involvement in directed professional activity must discuss this with the Department Head. The decision to include directed professional activity in the candidate's record requires documentation in a Memorandum of Agreement within defined time limitations. (See *College P & T Guidelines*).

Other Profiles for Associate Professors

The Department recognizes the existence and importance of professional and scholarly activities outside of the traditional laboratory research and scientific publications. Faculty at the Associate Professor level who feel their profiles are outside of the traditional one should consult with the

Department Head to consider how their profiles relate to College and University guidelines. Such deviations should be reflected in annual review comments by the Head and the Executive Committee.

Evaluation Materials

1. Teaching

Documentation of teaching effectiveness will take the form of a teaching portfolio that includes, minimally, syllabi of courses taught, results of student evaluations, records of classroom observation by peers, and other documents produced as a result of teaching efforts. It is the responsibility of each faculty member to maintain his or her portfolio, with the advice of the Department Head and other colleagues.

2. Research

Documentation of research productivity will be provided minimally in the form of a list of publications, presentations, and grant proposals submitted and obtained. Faculty are also encouraged to provide other documents that will allow reviewers to assess the quality as well as the quantity of work completed in this category. These might take the form of reprints, impact factor of journals, number of citations and downloads, proposals, letters from editors or reviewers, published reviews of books, and a personal statement that places the work in the context of the individual's overall program of research as well as the broader field of that research area. The faculty member's role on collaborative work, including coauthored publications, will be clarified as needed to help with the evaluation of their research impact.

3. Service

In general, service contributions may be documented by a list of activities undertaken during the years under review. Where a faculty member wishes service to be given special weight, or where the review committee or the Head believes that special recognition should be given to a particular service activity, additional documentation, such as letters or copies of reports, should be provided.

4. Directed Professional Activity

Documentation of directed professional activity should include a description of the activity including who benefits or is served. Other documents may be included as is appropriate. For example, depending on the activity, the candidate may include an analysis of the outcome or work accomplished, copies of reports or other products, published articles, grant proposals, honors and awards, or written evaluations by peers.

Evaluation Procedures

Annual Evaluation Procedure

Annual faculty evaluation in the Department of Chemistry and Biochemistry serves two purposes. Its formative purpose is to provide annual feedback on performance in the three major areas of teaching, research and service, thereby encouraging continual professional development and, among junior faculty, progress towards eventual tenure and promotion. Its summative purpose is to provide a sound basis for decisions regarding reappointment, tenure, promotion, and post tenure review. All faculty below the rank of Professor will receive comments in their annual review letter regarding progress towards reappointment, promotion or tenure.

All faculty are evaluated annually in the three major areas of teaching, research and service, with the option of evaluation of directed professional activity when pertinent. The materials prepared for annual evaluations will also be useful in preparing the more thorough evaluation that precedes a decision on reappointment, tenure, promotion, or post-tenure review. Annual evaluation is based primarily on work done during the preceding twelve months, although the review will take into account the overall pattern of work in the preceding several years so as to assess the year's work in context.

In the early Fall, all faculty prepare their Goals and Objectives for the year. Any new and significant deviation from normal Departmental emphasis are explained and approved by the Department Head, with consultation with the Executive Committee when needed. In mid-April, all faculty submit annual reports covering the previous twelve months (approximately May through April).

All tenure-track faculty can read all reports, including numerical student teaching evaluations. Assistant Professors will forward any comments or concerns about these reports to the Head who will share them with the Executive Committee. Assistant Professors will be rated by Associate Professors and Professors in the areas of teaching, research and service. These ratings will be averaged in the three areas and comments collected. For Associate Professors, the ratings and comments of Professors are averaged and comments collected as outlined above. For Professors, the ratings and comments of the other Professors are averaged and comments collected as outlined above. Members of the Executive Committee will not be present for discussion of their own materials. If there are less than four Professors (excluding the Head) then the ratings and comments of the Executive Committee will be used for rating Associate Professors and other Professors.

The Head will prepare the UNCG evaluation form for all faculty, with a summary of the written comments and numerical averages. The Executive Committee, without the Head and with the most senior Professor presiding, will review these and provide the Head with comments. The senior Professor will sign the evaluation signifying the Committee's agreement.

The Head will prepare the final faculty evaluation, with the year's goals and objectives attached. The Head will then hold a conference with each faculty member to discuss their evaluation. Dissenting opinions from any source will be appended. Such dissenting opinions will be made available to colleagues who conduct reviews in subsequent years. An annual feedback letter for each faculty member will address both the assessment of short-term productivity that forms the

reviewed positively by the College, the Dean will recommend withdrawal of the dossier for an early decision case, which will not negatively impact any subsequent decisions.

Extension of the “tenure clock” may be granted for various reasons (e.g., illness or disability, childbirth, serious problems concerning the health of a family member, etc.). Policies and procedures for such extensions are described in the following College document: Personal exigency: *Guidelines and procedures and CAS Regulations on Reappointment, Tenure & Promotion, Section V.G.*

The Department Head will appoint a Review Committee made up of three faculty senior in rank to the candidate. If insufficient numbers of senior faculty are available, the Dean will consult with the Department Head and the candidate in the selection of the Review Committee drawing from senior faculty members outside of the department. If agreement between these parties is reached, a memorandum of agreement signed by all parties will specify the composition of the review committee. If, following the consultation specified above, the Dean determines that agreement cannot be reached, the Dean, with the approval of the Provost, will specify the composition of the committee.

At the end of the Spring Semester prior to the Fall that the Promotion and/or Tenure Document is to be forwarded to the College of Arts and Sciences, the candidate will prepare a preliminary document for the Departmental review committee. The preliminary document is typically an extended curriculum vitae that comprehensively represents the candidate’s experience in the areas of teaching, research, and service. In addition, the candidate should provide a list of funding, both successful and pending (if not part of the extended CV). The candidate should specify which scholarly products resulted from work accomplished while at UNCG.

By June of the given year, the Review Committee will present a preliminary analysis of the Promotion and Tenure Document and the record presented therein to the Head and all faculty senior to the candidate. The Head will then work with the candidate to finalize the document by compiling and updating teaching, research, and service information and documents and by obtaining at least three external reviews of the record, which will have a special focus on the research record. (See College *P & T Guidelines.*)

In August and September, the Review Committee will evaluate the Promotion and/or Tenure Document and prepare evaluation statements for each section. The Review Committee will then present the complete document to the faculty who are qualified to vote on the candidate’s promotion. This will include all faculty senior in rank to the candidate, including faculty on the Review Committee. The chair of the Review Committee will lead the meeting of the voting faculty.

The Head and the voting faculty will meet to discuss the document in the evidence-gathering phase of the process. Once discussions are completed, the voting faculty will meet in the absence of the Head to finalize discussion and each will vote for or against the candidate’s tenure and/or promotion. A summary statement including the faculty vote will be prepared by the chair of the Review Committee and will be circulated and approved by the voting faculty. The Head will prepare an independent summary statement and document his/her own vote concerning the

tenure and/or promotion. Both summary statements will be included in the candidate's Promotion and/or Tenure Document, along with the signature page and the record of the vote.

The Promotion and/or Tenure Document will be forwarded to the College of Arts and Sciences, regardless of whether the votes of the faculty and the Department Head are favorable. The candidate may withdraw the application for Promotion and/or Tenure at that or any other time before it reaches the Chancellor. However, the candidate should carefully review his/her contract before making such a decision; in most cases there is only one opportunity to apply for Tenure.

Post Tenure Review

Tenured faculty members in the Department of Chemistry and Biochemistry will periodically undergo review, as described in the "College of Arts and Sciences Guidelines for the Conduct of Post-Tenure Review."