Department of Chemistry and Physics  
Criteria Relating to Tenure and Promotion  
(Approved Nov. 30, 2016)

The Department of Chemistry and Physics supports the Mission Statement of Armstrong State University and the Philosophy and Goals of the College of Science and Technology, in accordance with University regulations as outlined in the Armstrong State University Faculty Handbook. The major focus of faculty effort and resources is on quality undergraduate instruction, and service is considered a responsibility of employment. The pursuit and support of scholarly activities are professional obligations of every tenure-track faculty member. Professional development, through participation in discipline-related activities, is expected of all faculty.

Diversity is important to a dynamic and well-rounded department. For tenure-track and tenured faculty members, quality undergraduate teaching is paramount, and the individual faculty member may choose how to allocate resources between scholarship and service providing that satisfactory performance is achieved in all areas. Activity in both scholarship and service is required, and in matters of promotion, scholarship shall be given more weight than service. In consultation with the department head, faculty members may decide the focus of their activities within the long-range needs of the department, college and university.

The following are the categories of full-time faculty members. Tenure-Track faculty include Assistant Professors, Associate Professors, and Professors. These faculty have professional obligations of teaching, scholarship, service and professional development. Lecturers and Senior Lecturers are instructional faculty who are not eligible for tenure. Their appointments include teaching, service and professional development obligations. Employees who are hired as Limited Term Faculty have the title of Instructor.

I. Suggested Professional Activities

Following is the suggested professional activities list developed by the department to aid in the evaluation of teaching, scholarship, service and professional development activities. These activities are in accordance with those outlined in the current version of the Armstrong State University Faculty Handbook (105.2.3 Guidelines for Faculty Evaluation) Guidelines for Tenure and Promotion as well as the College of Science and Technology Guidelines for Retention, Pre-Tenure Review, Promotion, Tenure and Post-Tenure Review (hereafter referred to as CST Guidelines). This list is an evolving entity, and presents representative items in general order of importance. It is by no means intended to be comprehensive. Categories are ranked according to the workload and resources required for activities within each area. Evaluation procedures will provide greater reward for success in higher categories and take into account total workloads of individual faculty members.

I.A. TEACHING

Teaching effectiveness will be the most important single factor in all evaluations. Teaching includes all work that involves the use of a faculty member’s expertise to communicate a subject matter to students. It may, therefore, include traditional lecturing in the classroom, supervision
and training in a laboratory or clinical setting, nontraditional communication of a discipline, the collecting and developing of subject materials for communication to students, the guidance of students in independent study and research, and academic advising. A faculty member’s command of the subject matter, motivation of and relationship to students, testing and grading practices, and overall fulfillment of teaching responsibilities are primary characteristics to be considered in the evaluation of teaching. The department recognizes and encourages faculty consider but not limit their activities to the indicators of teaching effectiveness as outlined in the Evaluation of Teaching Effectiveness (2.2.2) contained in the CST Guidelines.

Evaluation of teaching will be carried out using the Guidelines for Evaluation (2.2.3) outlined in the CST Guidelines, other related survey methods, and an evaluation of class materials such as tests, syllabi, handouts, etc. Academic advisement is also an important teaching activity, therefore participation in advisement will be considered in the evaluation process.

I.B. SCHOLARSHIP
Scholarship involves the use of a faculty member’s expertise as a scholar or artist. It includes work that adds to the subject matter of a discipline and work that increases the expertise of a faculty member as a professional. Research and publications are encouraged by the university; the pursuit and support of scholarly activities, consistent with the role of the institution, are professional obligations of every tenure-track faculty member. In the judgment of the department, scholarship must involve peer review.

Scholarship for tenure or promotion requires accomplishments from the following categories:

Category I
1. Publishing a book in your professional field
2. Writing a chapter for a book in your professional field
3. Publishing a discipline-related article in a refereed journal
4. Developing and submitting an external proposal which is funded

Category II
1. Presenting a discipline-related paper at a national, regional or international meeting or conference
2. Serving as an editor or referee for a professional journal
3. Reviewing a discipline-related article or book
4. Developing and submitting an internal proposal which is funded
5. Judging proposals for grant awards
6. Conducting a discipline-related workshop
7. Serving on a panel at a state, national or international meeting or conference
8. Publishing a discipline-related article in a non-refereed journal
9. Presenting a discipline-related work in a local or regional magazine
10. Submitting an external proposal which is not funded

Category III
1. Attending a discipline-related research-related workshop or presentation
2. Attending a sectional, national or international meeting or conference
3. Submitting an internal proposal which is not funded
4. Presenting or authoring a discipline-related paper at a state or local meeting or conference
5. Presenting a general, college or departmental lecture (including Faculty Lecture Series)

I.C. SERVICE
Service includes all work that involves the use of a faculty member’s academic status or professional expertise to benefit the university, the community or the profession. The essential element of service is that it involves contributions associated with a faculty member’s established status in a discipline and at the university. Unless otherwise stipulated in a faculty member’s job description, service is considered a responsibility of employment and consequently subject to evaluation.

Service for tenure or promotion requires accomplishments from the following categories:

Category I
1. Maintaining instrumentation
2. Serving in a university-wide advisory capacity
3. Coordinating Departmental outreach activities
4. Serving as consultant to a school, university, organization or industry
5. Serving as an officer or committee chair for a professional society

Category II
1. Serving as faculty advisor for a student organization
2. Regular service in the Advisement Center or other advisement programs
3. Organizing university functions
4. Chairing a university committee
5. Participating in a Departmental outreach activity
6. Serving on a committee of a professional organization

Category III
1. Speaking to a school class on a discipline-related topic
2. Chairing a departmental committee
3. Supervision of students in support of the departmental programs

Category IV
1. Serving on a university or departmental committee
2. Serving as liaison between Armstrong and community organizations
3. Judging science fairs and other competitions

I.D. PROFESSIONAL DEVELOPMENT
Professional development includes strategic learning and services that increase individual and institutional effectiveness in support of the university and the University System of Georgia.

1. Attending presentations
2. Workshops
3. Post-doctoral training
4. Attaining additional degrees  
5. Continuing education  
6. Training sessions  
7. Seminars on matters pertaining to the application of disciplinary knowledge and institutional effectiveness.

II. Departmental Faculty Review Procedures

The system for departmental evaluation adopted by the Department of Chemistry and Physics consists of two parts: a review by department faculty and a faculty evaluation instrument. A departmental committee will conduct evaluations required for retention (non-tenured retention), pre-tenure, tenure, promotion, and post-tenure review recommendations. The Department of Chemistry and Physics is committed to high quality teaching effectiveness as the highest priority of the faculty, the department supports Peer Review of Instruction (2.2.4.3) as outlined in the CST Guidelines. The faculty evaluation instrument is attached at the end of this document. Guidelines for portfolio content are found in the CST Guidelines Portfolio Contents (3.4.9). The following outlines the departmental faculty review process.

II.A. For all department faculty members being considered for retention (non-tenured retention):

1. Two faculty mentors are assigned annually by agreement between the faculty member, two faculty mentors and Head to conduct a Peer review of instruction for mentoring as outlined in 2.2.4.3.a of the CST Guidelines. The evaluation instrument is attached and may be included in the portfolio.

2. A departmental committee will conduct the evaluation.

3. All full-time tenured and tenure-track faculty having seniority in years of service at Armstrong to the person under review (excluding the department head) will participate in these evaluations.

4. Scheduling of these evaluations will be done by the department head, in a timely manner consistent with the annual academic calendar.

5. Faculty members up for pre-tenure review will not be reviewed by this committee for retention, as the department head can examine the pre-tenure review for faculty input.

6. Senior lecturer yearly retention will be handled by the department head. The five year review replaces the yearly retention procedure. The department head will seek faculty input before not retaining a senior lecturer.

7. The first retention of a tenure track faculty member shall be handled by the department head. The department head will seek input from the faculty.

II.B. For all department faculty members being considered for tenure:
1. Two faculty mentors are assigned during the academic year of application by agreement between the faculty member, mentors and Head to conduct a Peer review of instruction for mentoring as outlined in 2.2.4.3.a of the CST Guidelines. The evaluation instrument is attached and may be included in the portfolio.

2. A departmental committee will conduct the evaluation.

3. All full-time, tenured department faculty (excluding the department head) will participate in these evaluations.

4. Scheduling will be done by the department head. The evaluation must begin at least one calendar month prior to the due date for the departmental recommendation for tenure.

II.C. For all department faculty members being considered for promotion:

1. Two faculty mentors are assigned during the academic year of application by agreement between the faculty member, mentors and Head to conduct a Peer review of instruction for mentoring as outlined in 2.2.4.3.a of the CST Guidelines. The evaluation instrument is attached and may be included in the portfolio.

2. A departmental committee will conduct the evaluation.

3. All full-time, tenured department faculty at or above the level of promotion being considered (excluding the department head) will participate in these evaluations for tenured and tenure-track promotion applicants. All full-time, tenured department faculty (excluding the department head) as well as senior lecturers will participate in the evaluations of lecturers applying for promotion to senior lecturer. At least one senior lecturer (from outside the department if necessary) must be on the committee when discussing a promotion from lecturer to senior lecturer.

4. Scheduling will be done by the department head. The evaluation must begin at least one calendar month prior to the due date for the departmental recommendation for promotion.

II.D. For all department tenured faculty – post-tenure review:

1. Two faculty mentors are assigned during the academic year of application by agreement between the faculty member, mentors and Head to conduct a Peer review of instruction for mentoring as outlined in 2.2.4.3.a of the CST Guidelines. The evaluation instrument is attached and may be included in the portfolio.

2. A departmental committee will conduct the evaluation.
3. All full-time, tenured department faculty (excluding the department head) will participate in these evaluations.

4. Scheduling will be done by the department head, in a timely manner consistent with the annual academic calendar, and as outlined in the Faculty Handbook.

5. The faculty member to be evaluated should be notified at the beginning of the academic year during which the evaluation is to be conducted.

II.E. For all senior lecturers – 5 year review:

1. Two faculty mentors are assigned during the academic year of review by agreement between the faculty member, mentors and Head to conduct a Peer review of instruction for mentoring as outlined in 2.2.4.3.a of the CST Guidelines. The evaluation instrument is attached and may be included in the portfolio.

2. A departmental committee will conduct the evaluation.

3. All full-time, senior lecturers and tenured department faculty (excluding the department head) will participate in these evaluations.

4. Scheduling will be done by the department head, in a timely manner consistent with the annual academic calendar, and as outlined in the Faculty Handbook.

5. The faculty member to be evaluated should be notified at the beginning of the academic year during which the evaluation is to be conducted.

III. Peer Review of Instruction for Mentoring Procedures

A. The department head, faculty member under evaluation and mentor all agree on the assignment of the mentor.

B. The mentor shall contact the faculty member and agree on a two week window for observation of both classroom and laboratory (in the event a faculty member under review does not have a laboratory that semester, only a classroom visit will occur).

C. The mentor shall visit the faculty member’s classroom and laboratory and perform a mentoring evaluation using the departmental instrument (College of Science and Technology Peer Review of Instruction for Mentoring Form).

D. The mentor and faculty member shall meet to review the outcomes within two weeks of the visit.

E. The faculty member shall receive the original evaluative summary for their records and may choose to include this document in their portfolio.

IV. Peer Review of Instruction for Evaluation Procedures
A. The department head shall contact the faculty member and agree on a two week window for observation of both classroom and laboratory (in the event a faculty member under review does not have a laboratory that semester, only a classroom visit will occur).

B. The department head shall visit the faculty member’s classroom and laboratory and perform a mentoring evaluation using the departmental instrument (College of Science and Technology Peer Review of Instruction for Mentoring Form).

C. The department head and faculty member shall meet to review the outcomes within two weeks of the visit.

D. The faculty member shall receive the original evaluative summary for their records, a copy will be placed in the faculty member’s permanent record and the document will be included in their portfolio.

V. Committee Procedures

A. The department head shall appoint a chair for the committee.

B. Records of performance in teaching, scholarship, service and professional development for the faculty member being evaluated must be made available for review by the committee prior to each evaluation. Portfolio contents are specified in the College Tenure and Promotion documents. In addition, reports on departmental votes and department head recommendations must be included.

C. The committee shall review the portfolio to ensure its completeness.

D. Committee members should read the files of the respective applicants. Files are available in the departmental office and may be taken to the conference room for reading. In the interest of speed and confidentiality, packets may not be taken to faculty offices.

E. A Faculty Evaluation Form should be used to record the assessment of the files and any information or opinions pertinent to the decision making process.

F. The committee will meet to discuss the strengths and weaknesses of the applicants. In all cases, discussion should be conducted in a collegial manner. The goal of all retention, tenure, promotion and post-tenure procedures is to improve the department.

G. Votes will be conducted by secret ballot supplied by the department head. There will be separate ballots for each promotion and tenure vote. These will be tabulated by the committee, sealed in an envelope, and submitted with the recommendation of the committee.

H. The chair of the Retention, Tenure, Promotion, Post-Tenure Review and/or 5-year Senior Lecturer Review Committee will submit a memorandum detailing the outcome of the vote and a short rationale for the result. This memorandum should be signed by all committee
members. The committee’s memorandum shall be attached to the application and made available to the applicant. Should the committee be unable to agree on an acceptable memorandum then the majority of committee members will submit a signed memorandum and a minority memorandum may also be submitted. In addition, all committee members have the right to submit memoranda to the department head about the results of the proceedings.

I. All committee recommendations are due to the department head two weeks before the evaluation results are due in the office of the Dean of Science and Technology.
Faculty Evaluation Form
Department of Chemistry and Physics

Evaluation for ____________________________  Date________

In consideration of (check one)
Retention _____
Tenure _____
Promotion to:
   Assistant Professor _____
   Associate Professor _____
   Professor _____
   Senior Lecturer _____
Post-tenure Review _____
5-Year Senior Lecturer Review _____

Rating Scale

Lowest     [ 1 ] Unsatisfactory
            [ 2 ] Needs Improvement
            [ 3 ] Satisfactory (indicates meeting departmental expectations)
            [ 4 ] Highly Satisfactory
            [ 5 ] Outstanding

Highest

1. TEACHING: How do you evaluate this colleague with regard to teaching? Does (s)he effectively use her/his expertise to communicate the subject matter to students? How do you evaluate the command of subject matter, testing and grading practices, and overall fulfillment of teaching responsibilities for this colleague? Does the faculty member use student-based outcomes to evaluate her/his teaching effectiveness and guide her/his professional growth? Is the faculty member engaged in disciplinary activities to maintain currency in the discipline to support high quality teaching?


Comments:
2. SCHOLARSHIP: Does (s)he participate in the peer review process in her/his academic area of expertise which includes demonstrated outcomes (not required of Lecturers and Senior Lecturers)?


Comments:

3. SERVICE: How do you evaluate this colleague with regard to professional service (both within the University and in the community at large) and “reputation value” to the University and Department?


Comments:

4. PROFESSIONAL DEVELOPMENT: Does the faculty member demonstrate a commitment to professional growth and development manifested by interaction and collaboration with colleagues with common interests on campus and in the professional community at large?


Comments:
GENERAL COMMENTS:

STUDENT INVOLVEMENT: How do you assess the extent, nature, and value of this colleague’s involvement with students of Armstrong State University? Is (s)he considerate and non-abrasive in relations with students?

PROFESSIONAL DEVELOPMENT: Does the faculty member demonstrate a commitment to professional growth and development manifested by interaction and collaboration with colleagues with common interests on campus and in the professional community at large?

SERVICE TO UNIVERSITY AND COMMUNITY: How do you evaluate this colleague with regard to professional service (both within the University and in the community at large) and “reputation value” to the University and Department?

INTEREST AND INITIATIVE: Does this colleague participate actively and effectively in the identification, discussion, and resolution of problems and issues facing the Department, the College and the University?

PROFESSIONAL BEARING: Is (s)he self-confident and fully professional and collegial in manner and appearance?

DEPENDABILITY: Does (s)he willingly carry a full share of departmental duties such as committee work, and accomplish related tasks punctually, completely, and without undue prodding?

VERSATILITY: To what extent is (s)he able and willing to teach a wide variety of the Department’s courses - not only in diverse areas, but also at a variety of levels?

GENERAL EFFECTIVENESS: Compared to other colleagues you have known, and to generally accepted standards of the academic community, how do you appraise his/her performance in terms of value to you as a colleague and/or in terms of overall effectiveness as a member of the faculty of the University and College in general, and the Department of Chemistry and Physics in particular?