

Department of Chemistry
Criteria for Departmental Personnel Actions
2023-2028

APSU Policies 1:025, 2:063, and 2:051 describe the nature of areas of evaluation for faculty under consideration of retention, tenure, or promotion. The following are additional general criteria to be used in evaluating a faculty member for retention, tenure, and promotion in the Department of Chemistry in the areas listed below, according to the personnel action under consideration. This list is not exhaustive, and the selection and relative importance of each of these criteria will vary with the type of personnel action under request.

It should be recognized that common sense and flexibility need to be used in the application of criteria. Faculty members truly outstanding in one area but less active or successful in others may well be contributing more to the well-being of the Department, College, or University than someone adequate in all areas but outstanding in none. With this in mind, this document provides minimum but not necessarily sufficient requirements in each area for the awarding of retention, tenure, or promotion.

At any point along the path to tenure or promotion, reviewers (Departmental and College committees, Chair, Dean, Provost, or President) are permitted to comment on job-related concerns, or a pattern of performance, not specifically enumerated in these criteria. Should such commentary be offered, these factors must be addressed by the candidate in all subsequent e-dossier submissions until such time as the concern has been alleviated to the satisfaction of the reviewers. Those job-related factors so identified in one review may play a significant role in future retention, tenure, or promotion decisions.

A successful candidate must demonstrate evidence of continued growth between every review cycle.

1) Faculty Retention Years 1-5 in Rank

It is the responsibility of the candidate to grow as a member of the Department by effectively communicating with their colleagues and students and by documenting their development as a faculty member. Additional specific criteria for review are included for the third-year review cycle.

A) Effectiveness in Academic Assignment

To be granted retention, the candidate for retention must demonstrate progression toward meeting Departmental standards of instructional activities and student advising. The candidate should engage thoughtfully with constructive criticism and build relationships with their peers to improve their effectiveness in academic assignment. The

candidate is expected to provide specific evidence of their growth or competency toward Departmental standards which are described in each of the following areas.

- a) Peer Review of Instruction- Peer reviews are required during each review cycle. It is expected that the candidate will meet with their reviewers as required by the University's Enhanced Peer Review of Teaching guidelines.
- b) Instructional Content- Successful candidates for retention should be able to disseminate the content of their discipline while nurturing a spirit of inquiry in their students. This requires that the candidate can communicate clearly, can create safe learning communities for students, can effectively motivate and engage students, and willingly pursues knowledge and skills that will aid their development of effective teaching practices. It is expected that the candidate demonstrates progress toward development of a high overall level of teaching effectiveness per Departmental standards.
- c) Direction of Undergraduate Research- Candidates are expected to establish research projects appropriate for undergraduate students. It is recommended that untenured faculty members do not take more than two new students in any given semester. Growth toward effective research projects should include logical rigor, student growth, and advancement of quality and quantity of completed work. It is expected that candidates effectively prepare students for presentation of research results.
- d) Course or Curricular Development- Candidates should demonstrate their willingness to participate in course or curriculum development and improvements, which can be done individually or in collaboration with colleagues.
- e) Student Advising- By the end of their third year, candidates should proficiently advise students as assigned by the Department Chair. It is expected that they will advise their assigned students concerning course and curriculum requirements. The candidate should assist students in matters related to curriculum, such as minors or career choices as relevant to their academic and professional goals. The candidate should guide students in a way that enhances their problem-solving skills and should redirect students successfully as needed.
- f) Other Academic Assignments- It is expected that the candidate will work effectively with colleagues as demonstrated by a strong work ethic, a willingness to share responsibilities and space, and an ability to collaborate and cooperate successfully. The candidate will act with a spirit of responsibility and fairness in all aspects of their academic duties, to ensure the academic integrity of the Department is maintained.
- g) Additional Requirements for Third-year Review- Candidates should have mentored at least two undergraduate students on research projects by the beginning of their third year. The candidate must have demonstrated willingness to grow as an educator through interactions with feedback from peer reviews.

B) Research/Scholarship/Creative Activities (APSU Policy 1:025.)

Faculty in retention years 1-5 are expected to demonstrate progress toward completion of activities as required for tenure and promotion to Associate Professor. The following activities are required to be completed by the indicated review cycle to demonstrate that they meet Departmental expectations.

For collaborative work, the candidate must provide an explanation of their role in the project when additional authors are included in a publication or grant.

- a) By 1st year review the candidate must
 1. Develop a research plan which demonstrates how student engagement leads to research productivity
 2. Develop a plan to recruit research students
- b) By 2nd year review the candidate must
 1. Have at least one student working under the candidate's mentorship on research projects
 2. Have an abstract submission to a peer reviewed national or regional conference or manuscript submission to a peer reviewed journal (this journal must not be a pay-to-publish journal unless it is funded by a peer-reviewed external grant)
 3. Have mentored one research student to successfully present a research presentation internally or externally
- c) By 3rd year review the candidate must
 1. Demonstrate ability to retain and engage students by mentoring at least two students on research projects by this review
 2. Complete one of the following: one peer-reviewed conference presentation; one published peer reviewed paper, one external grant submission. These items should be peer-reviewed, the paper must not be pay-to-publish unless it is funded by a peer-reviewed external grant, and the presentation and publication must be accomplished using APSU resources and students.
- d) By 4th year review the candidate must
 1. Demonstrate how student engagement has led to research productivity
 2. Candidate must have mentored at least four individual students for at least one semester each
 3. Demonstrate continued growth through at least one of the following: one external grant submission, one journal article manuscript submission to peer reviewed journals (this journal must not be a pay-to-publish journal unless it is funded by a peer-reviewed external grant), or one abstract submission to a peer reviewed conference.
- e) By 5th year review the candidate must
 1. Publish one peer reviewed paper (this journal must not be a pay-to-publish journal unless it is funded by a peer-reviewed external grant)

2. Complete one peer reviewed external grant submission as PI or Co-PI

C) Professional Contributions and Activities

To be granted retention, the candidate must meet Departmental standards of Professional Contributions and Activities in three categories, service to the campus, service to one's discipline, and service to the community. The major purpose of these activities is to help the candidate develop skills and identify personal strengths that can be leveraged in Area C.

First year retention candidates must demonstrate completion of at least one activity in any of the following categories. Retention for years 2-5 candidates must complete at least one activity per category per review cycle. The candidate must demonstrate growth from prior years.

- a) Service to Campus – Faculty are expected to serve the University in some of the following ways except when duties interfere unnecessarily with teaching responsibilities.
 1. Serve on standing, *ad hoc*, or personnel committees for the Department, College, or University
 2. Serve on Faculty Senate or special University task forces
 3. Participate or hold a leadership role in the University's governing and policy making processes
 4. Serve as advisor to student organizations
 5. Participate in outreach activities and/or recruitment activities on campus
 6. Assist the Department Chair or College or University Administration with special projects
 7. Share responsibilities for maintaining equipment within the Department
- b) Service to One's Discipline – Faculty are expected to serve their disciplines in some of the following ways except when duties interfere unnecessarily with teaching responsibilities.
 1. Membership and leadership in professional organizations exhibited through the following: Participate in activities of professional organization. Participate and/or assist with campus meetings of scholarly groups.
 2. Serve as an active officer of a professional society on the local, regional, national, or international level.
 3. Attend meetings of professional organizations on the local, regional, national, or international level.
 4. Participate in workshops or continuing education opportunities
 5. Professional service as a session chair, discussant, paper reviewer, *etc.* Serve as a session chair or coordinator at a professional meeting

6. Review a journal manuscript, book, grant proposal, etc. which are authored by external peers

c) Service to the Community

1. Discipline-related presentations to community groups, which can include seminars to non-professional audiences
2. Discipline-related advice and consultation to community groups
3. Other discipline-related service to the local community or larger group
4. Chemical demonstrations off-campus presented outside of lecture and lab duties usually for non-APSU audience
5. Assist students in presenting chemical demonstrations outside of lecture and lab duties, usually for a non-APSU audience
6. Conduct, coordinate, and/or direct science fairs
7. Host workshops/seminars for teachers in grades K-12
8. Assist K-12 teachers with various science related projects

2) Tenure and Promotion to Associate Professor

To be granted tenure and promotion to Associate Professor, the candidate must demonstrate how they have met Departmental standards.

A) Effectiveness in Academic Assignment

- a) Peer Review of Instruction- The peer reviews should indicate that the candidate meets Departmental standards of instruction as required by the University's Enhanced Peer Review of Teaching guidelines.
- b) Instructional Content- Successful candidates should be able to disseminate the content of their discipline while nurturing a spirit of inquiry in their students. This requires that the candidate can communicate clearly, can create safe learning communities for students, can effectively motivate and engage students, and willingly pursues knowledge and skills that will aid their development of effective teaching practices. It is expected that the candidate demonstrates a high overall level of teaching effectiveness and meets Departmental standards.
- c) Direction of Undergraduate Research- Candidates are expected to have established research projects appropriate for undergraduate students. They must demonstrate how they have effectively used research projects to mentor students successfully, using logical rigor to achieve student growth. It is expected that candidates effectively prepared students for presentation of research results.
- d) Course or Curricular Development- Candidates should demonstrate their willingness to participate in course or curriculum development and improvements, which can be done individually or in collaboration with colleagues.
- e) Student Advising- Candidates should have advised a proportionate number of majors in their discipline. It is expected that they advised their assigned students concerning

course and curriculum requirements. The candidate should assist students in matters related to the curriculum, such as minors or career choices. The candidate should guide students in a way that enhances the student's problem-solving skills and should redirect students successfully as needed.

- f) Other Academic Assignments- It is expected that the candidate works effectively with colleagues as demonstrated by a strong work ethic, a willingness to share responsibilities and space, and an ability to collaborate and cooperate successfully. The candidate must act with a spirit of responsibility and fairness in all aspects of their academic duties to ensure the academic integrity of the Department is maintained.

B) Research/Scholarship/Creative Activities

For tenure and promotion to Associate Professor, the candidate must have

- a) Effectively mentored a minimum of six students, at least three which have participated for at least two semesters each to successfully achieve student growth and develop research aims
- b) Published two peer reviewed journal articles since APSU start date, with at least one involving APSU students. These publications must not be pay-to-publish, except for paid publications funded by a peer reviewed external grant. At least one of the published articles must not be a pay-to-publish article
- c) Two conference presentations given at peer reviewed conferences by the candidate that includes work from projects involving APSU students
- d) One peer reviewed external grant submission as principal investigator or co-PI (where contribution is at least 45% as co-PI)
- e) Achieved at least four different items from the following list
 1. Submitted internal grants (*e.g.*, RSG, TAF *etc.*)
 2. Submitted an external competitive grant that was reviewed by a non-scientific community organization to fund research
 3. Mentored students to present research project results at regional or national conferences
 4. Served on chemistry student thesis committees
 5. Mentored a student thesis project
 6. Submitted/provisional patent or granted a provisional patent involving APSU
 7. Published a discipline related book or book chapter
 8. Awarded a highly prestigious, competitive national and/or international award or fellowship (*e.g.* Carnegie Fellowship, American Chemical Society Fellowship, Fulbright Scholars, MacArthur Fellowship, Robert Foster Cherry Award, Sloan Research Fellowship)

C) Professional Contributions and Activities

By the time of tenure, the candidate is expected to demonstrate how they have leveraged their personal strengths by exhibiting leadership skills with evidence of initiative and

quality of contributions within one category under Area C as explained above under retention criteria (Section 1C). The candidate is expected to continue contributing, however minimally, in all categories.

3) Promotion to Professor

To be granted promotion to Professor, the candidate must demonstrate how they are a consistent and dependable example of Departmental standards in all areas.

A) Effectiveness in Academic Assignment

- a) Peer Review of Instruction- The peer reviews should indicate that the candidate consistently provides quality instruction that reflects mastery of teaching methods appropriate for chemistry as required by the University's Enhanced Peer Review of Teaching guidelines.
- b) Instructional Content- The candidate demonstrates quality of instruction by nurturing a spirit of inquiry in their students, communicates clearly, creates safe learning communities for students, effectively motivates and engages students, and willingly pursues knowledge and skills that will aid their development of effective teaching practices. It is expected that the candidate demonstrates a high overall level of teaching effectiveness and is an example to others of Departmental standards.
- c) Direction of Undergraduate Research- Candidates are expected to have established research projects appropriate for and involving undergraduate students. They should demonstrate how they have helped junior faculty develop research projects through mentoring or collaboration.
- d) Course or Curricular Development- Candidates should demonstrate their leadership in course or curriculum development and improvements, including the development of new courses.
- e) Student Advising- Successful candidates should demonstrate their ability to mentor students effectively and assist their colleagues with developing good advising practices within the Department.
- f) Other Academic Assignments- It is expected that the candidate works effectively with colleagues as demonstrated by a strong work ethic, a willingness to share responsibilities and space, and an ability to collaborate and cooperate successfully. The candidate acts with a spirit of responsibility and fairness in all aspects of their academic duties to ensure the academic integrity of the Department is maintained.
- g) Mentoring- The candidate is expected to be an example to junior faculty, must demonstrate the ability to work with their colleagues, and to mentor junior faculty in all areas of academic assignment.

B) Research/Scholarship/Creative Activities

To be granted promotion to Professor, the candidate must complete two peer-reviewed publications involving APSU students (must not be pay-to-publish unless it is funded by a

peer-reviewed external grant), at least two different activities from list A below, and at least four different activities from list B below since their Promotion to Associate Professor review.

a) List A

1. Two peer reviewed conference presentations
2. One external peer-reviewed research grant funded as PI or co-PI (candidate contribution must be at least 45%)
3. Authorship of a peer-reviewed chemistry textbook or discipline related book
4. Granted a provisional patent involving APSU
5. Awarded a highly prestigious, competitive national and/or international award or fellowship (e.g. Carnegie Fellowship, American Chemical Society Fellowship, Fulbright Scholars, MacArthur Fellowship, Robert Foster Cherry Award, Sloan Research Fellowship)

b) List B

1. Awarded internal grants (*e.g.*, RSG, TAF *etc.*)
2. Awarded non-peer reviewed grant
3. Mentored students to present research project results at regional or national conferences
4. Served on chemistry student thesis committee
5. Mentored a student thesis project
6. Published a peer-reviewed book chapter

C) Professional Contributions and Activities

To be granted promotion to Professor, the candidate must demonstrate how they have leveraged their personal strengths by exhibiting leadership skills with evidence of initiative and quality of contributions within two categories (service to campus, service to once discipline, or service to the community) under Area C as explained above under retention criteria (Section 1C). The candidate must also demonstrate their ability to successfully mentor junior faculty in Professional Contributions and Activities.

- 4) Expectations for tenured faculty not being reviewed for promotion apply to all tenured faculty, including Professors. All faculty are expected to display competencies of the rank held as found in the promotion to that rank section of this document.

Department of Chemistry – Instructor Promotion Criteria

Based on the criteria that distinguish among academic ranks for instructor tracks in APSU Policy 2:063: Policy on Academic Promotion, the following guidelines were developed to provide instructors in the Department of Chemistry a list of minimum expectations and specific requirements necessary to be considered for promotion to Senior Instructor and to Master Instructor. A dossier is required to document achievements in teaching, scholarship, and service to the University, College, and Department, as well as the ability to work cooperatively with colleagues to achieve the goals of the Department and to work collaboratively with colleagues on academic issues.

It should be recognized that common sense and flexibility need to be used in the application of criteria. Instructors truly outstanding in one area but less active or successful in others may well be contributing more to the well-being of the Department, College, or University than someone adequate in all areas but outstanding in none. Because of the importance of teaching in the Department of Chemistry, instructors must demonstrate best practices and be considered by their students and their peers to be effective in the classroom to be promoted. This list is not exhaustive and only provides the minimum requirements in each area that are necessary but may not be sufficient to be awarded promotion. The Department of Chemistry RTP Policy Committee will review these guidelines on a regular basis.

Promotion from Instructor to Senior Instructor

If a faculty has completed a minimum of four years of employment at the Instructor level and meets the following criteria for promotion to Senior Instructor as outlined in the APSU Policy 2:063: Policy on Academic Promotion, he/she may request a review for promotion.

- Documented evidence of high-quality teaching and contribution to student development.
- Minimum of a master's degree from an accredited institution in the instructional discipline or related area.
- Evidence of good character, mature attitude, and professional integrity.

In addition to these criteria, the Department of Chemistry requires that for promotion from Instructor to Senior Instructor, one must present a comprehensive dossier to include the following items created while in the rank of Instructor at Austin Peay State University.

A. Academic Assignment

1. Consistently favorable classroom observations and evaluation of course materials (syllabus, assignments, activities, projects and/or assessments) by senior faculty should confirm adequate preparation, knowledge of subject matter, and a willingness to interact with students. The timeline for the reviews and additional requirements is outlined by the University's Enhanced Peer Review of Teaching guidelines.

2. Participate in the curriculum development and enhancement process, including the preparation of proposals for course redesign or development.
3. Serve as an academic advisor as needed by the Department and demonstrate a knowledge of policies and procedures that affect student registration, degree requirements, and progress toward graduation.

B. Research and Scholarly Achievement

A record of continuous professional activity with a minimum of two activities from the items listed below. This requirement may be satisfied by completing two activities from a single item below, if they are different achievements.

1. Inclusion of a research article involving APSU students in an international/national/regional juried journal recognized in the field that was not pay to publish
2. Publication of a book chapter that includes either teaching related content or research related content that involved APSU students
3. Presentation of pedagogical research or research involving APSU students at a peer-reviewed conference
4. Publication of a university level textbook
5. Acceptance of a competitive discipline related external grant involving APSU resources

C. Professional Contributions and Activities

The minimum requirements are one item on average from each of the following categories each academic year.

1. Service To Campus
 - a. Serve as a sponsor of a student organization or otherwise work with students in a non-classroom setting.
 - b. Serve on Department, College, or University committees.
 - c. Work effectively with colleagues from all areas of the University on academic issues.
2. Service To One's Discipline
 - a. Be a member of appropriate discipline related professional organizations.
 - b. Participate in a professional conference or meeting, which includes but is not limited to, being a committee member, session chair, or judge.
 - c. Peer review of a paper, conference proposal, or book chapter.
3. Service To The Community
 - a. Participate in a service activity for the community, including but not limited to, the Austin Peay community, the community of Clarksville, the community of Montgomery County, and the community of Tennessee.
 - b. Develop connections with businesses or industry that might lead to collaboration or student opportunities

Promotion from Senior Instructor to Master Instructor

If a faculty has completed a minimum of three years of employment at the Senior Instructor level and meets the following criteria for promotion to Master Instructor as outlined in the APSU Policy 2:063: Policy on Academic Promotion, he/she may request a review for promotion.

- Documented evidence of teaching excellence and superior contribution to student development.
- Minimum of a master's degree from an accredited institution in the instructional discipline or related area.
- Evidence of good character, mature attitude, and professional integrity.

In addition to these criteria, the Department of Chemistry requires that for promotion from Senior Instructor to Master Instructor, one must present a comprehensive dossier to include the following items created while in the rank of Senior Instructor at Austin Peay State University.

A. Academic Assignment

1. Consistently favorable classroom observations and evaluation of course materials (syllabus, assignments, activities, projects and/or assessments) by senior faculty should confirm adequate preparation, knowledge of subject matter, and a willingness to interact with students. The timeline for the reviews and additional requirements are outlined by the University's Enhanced Peer Review of Teaching guidelines.
2. Participate in the curriculum development and enhancement process, including the preparation of proposals for course redesign or development.
3. Serve as an advisor as needed by the Department and demonstrate a knowledge of policies and procedures that affect student registration, degree requirements, and progress toward graduation.

B. Research and Scholarly Achievement

A record of continuous professional activity with a minimum of three activities from the items listed below while in the rank of Senior Instructor. This requirement may be satisfied by completing two activities from a single item below, if they are different achievements.

1. Inclusion of a research article involving APSU students in an international/national/regional juried journal recognized in the field that was not pay to publish
2. Publication of a book chapter that includes either teaching related content or research related content that involved APSU students
3. Presentation of pedagogical research or research involving APSU students at a peer-reviewed conference
4. Publication of a university level textbook
5. Acceptance of a competitive discipline related external grant involving APSU resources

C. Professional Contributions and Activities

The minimum requirements are one item on average from each of the follow categories each academic year.

1. Service To Campus
 - a. Serve as a sponsor of a student organization or otherwise work with students in a non-classroom setting.
 - b. Serve on Department, College, or University committees.
 - c. Work effectively with colleagues from all areas of the University on academic issues.

2. Service To One's Discipline
 - a. Be a member of appropriate discipline related professional organizations.
 - b. Participate in a professional conference or meeting, which includes but not be limited to, being a committee member, session chair, or judge.
 - c. Peer review of a paper, conference proposal, or book chapter.

3. Service To The Community
 - a. Participate in a service activity for the community, including but not limited to, the Austin Peay community, the community of Clarksville, the community of Montgomery County, and the community of Tennessee.
 - b. Create a continuing link to business, industry, or research.