

**DEPARTMENT OF AGRICULTURE  
CRITERIA FOR CONTINUATION ON THE TENURE TRACK AND  
THE ATTAINMENT OF TENURE**

tenure file will consist of a single three-ring binder notebook (2-4 inches) that is a progressive record of performance and accomplishments in the three categories: Teaching/Advising, Scholarly Activities and Service. The materials must clearly state the applicant's qualifications for tenure with particular emphasis on the unique strengths and credentials of the applicant. These materials should relate the activities and accomplishments as well as the significance of these accomplishments relative to the mission of the Department of Agriculture as well as Fort Hays State University since the last application for tenure.

*TEACHING / ADVISING CRITERIA:*

REQUIRED:

- Meets classes regularly and punctually.
- Course content is congruent with current theory(s) and practice(s).
- Course content is consistent with university catalog and course syllabus.
- Syllabi and course materials indicate the use of a variety of instructional techniques.
- Course assignments correlate with content.
- Evidence of effort to improve student performance, critical thinking and knowledge retention.
- Demonstrates ability to apply techniques or practices in the laboratory, if a laboratory is included.
- Evidence of regular and systematic evaluation of student performance.
- Evaluations indicate consistent effective teaching or improving levels of classroom instruction.
- Demonstrates willingness to assume service-related teaching responsibilities.
- Knowledgeable and effective student advising (student ratings).

*SCHOLARLY ACTIVITY CRITERIA:*

REQUIRED:

- Attendance at regional and/or national professional meetings.
- Evidence of continuing research or writing related to the academic discipline.
- Demonstration of commitment to remain current in teaching areas.

EVIDENCE OF EFFORT IN ONE OR MORE OF THE FOLLOWING:

- Computer programming with proper documentation.
- Publication of a manual or text (peer review and editing).
- Development of Instructional Technology.
- Evidence of internal or external research grant.
- Participation on the program at a professional state, regional (or equivalent) or national meeting.
- Publications in a refereed journal.

*SERVICE CRITERIA:*

REQUIRED:

- Accepts departmental, college and/or university duties.
- Participates in Agriculture Department activities, such as Newsletter, Web Page, Family Day, Prospective Student Visitation Days, Endowment Phonathon, SRP's, Ag In The Classroom.
- Student Organization or Activity Sponsor.
- Active in recruitment efforts.

EVIDENCE OF EFFORT IN ONE OR MORE OF THE FOLLOWING:

- Accepts professional society committee duties.
- Accepts State, Regional or National Office.
- Moderator at professional meetings.
- Public presentations at non-professional meetings or conferences.
- Consulting.
- Development of workshop(s).

**PROMOTION CRITERIA**  
Fort Hays State University  
College of Health and Life Sciences  
Department of Agriculture  
Evaluation of Faculty Achievement for Promotion

**Criteria for Associate Professor**

INSTRUCTIONAL ACTIVITIES

**Self Review of Instructional Methods:**

- Evidence of creative or unique student experiences to enhance students' learning.
- Evidence of course structure/content that integrates up-to-date curriculum concepts.
- Evidence of collaboration in developing creative or unique student experiences. Provides documentation of collaboration with other faculty and/or provides examples of co-developed instructional items.

**Peer Review:**

- Evidence may include a written evaluation from faculty within or outside of the department, or Chair. Items of review may include classroom and laboratory activities, syllabi, supporting instructional materials and tests, and student ratings on a cumulative basis.

**Enhancement Strategies:**

- Evidence of teaching/learning strategies implemented to meet students' learning needs (examples include, but not limited to, use of technology in the classroom/practicum, seminars, workshops, training sessions, formal courses, student/alumni critique on learning teaching strategies).

**Advising:**

- Knowledgeable of program requirements.
- Assists advisees in planning schedules (examples of possible evidence: advisee ratings of advisor, workshops on advisement, and formative advising sessions).

SCHOLARLY ACTIVITIES

- Demonstrates theory or discipline-based scholarly writing/creative activity/research on a **cumulative** (progressive) basis.
- Evidence required of sustained theory or applied discipline-based scholarly activities that result in any of the following, but not limited to: individual or joint research projects resulting in refereed journal publications (article or abstract), a professional presentation (oral or poster), published proceedings, grants written and/or funded, and book /article reviews.

SERVICE ACTIVITIES

- Cumulative evidence of participation, service or leadership to the department, college, university, and community and also to professional state, regional or national organizations.

Refer to the AAUP Memorandum of Agreement, Article XI: Promotion, to review the details of the University Promotion process.



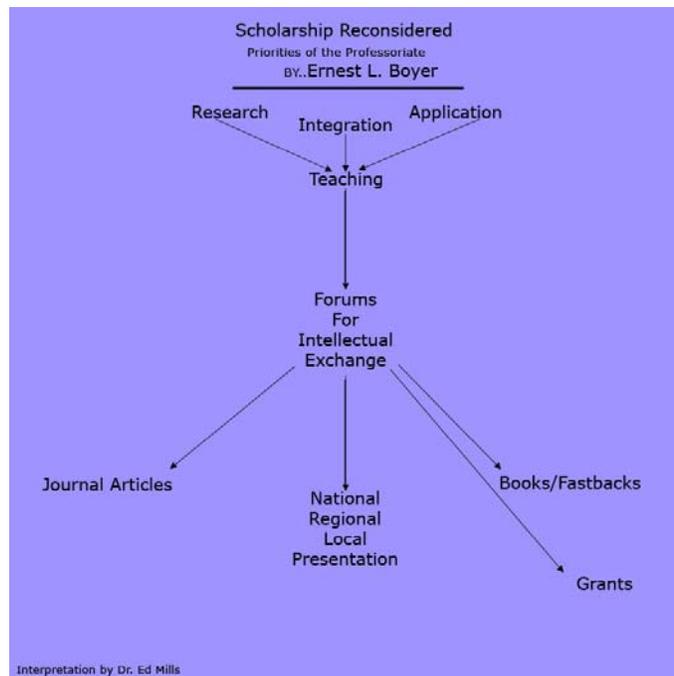
## A. Department Criteria to Demonstrate Competence in Merit/Promotion/Tenure Review and Annual Statement of Responsibilities

### TECS Faculty Workload Criteria

College of STM – Science, Technology, and Mathematics  
Department of Applied Technology  
Faculty Evaluation Criteria  
Merit, Promotion, Tenure & ARS

Department of Applied Technology (TECS) evaluation of faculty is based upon the writings of Ernest L. Boyer, and especially those espoused in his book, Scholarship Reconsidered (1990). The overall spectrum of the Department of Applied Technology’s mission is “to provide students instruction in Engineering Design Technology; Power, Energy and Transportation Systems; Manufacturing Technology; Construction/Construction Management; and Technology and Engineering Education so they may become technologically literate”. The department strengthens the mission of the University and of the College Science, Technology, and Mathematics by providing a program that supports the liberal arts concept in developing analytical skills, problem-solving abilities, writing and communication skills, along with application of knowledge. The department prepares professionals for schools, business, and industry in a global technological society.

Boyer’s model defines scholarship to include research, integration, application and teaching and recommends movement toward equalization of importance for each. The Department of Applied Technology supports the Boyer’s model concept.



A schematic of that process:

Applying the model to the Fort Hays State University Instructional, Scholarly Activities and Service criteria results in the following weighting for the Annual Statements of Responsibilities (ASR) and Faculty Workload for Applied Technology.

### Relative Weighting

The Department of Applied Technology has established relative weighting of the faculty workload in the following capacities:

Instruction	70%
Scholarly Activity	10%
Service	20%

The traditional faculty performance formula of 60/20/20 has been altered for the department through negotiations, with the administration, to be 70% teaching, 20% service, and 10% scholarly activities.

The rationale for the change from 60% to 70% in the area of teaching is that nearly all technology classes are laboratory in nature, meeting two hours for one hour of credit. Due to this circumstance, the faculty, who have a normal 12 hour teaching load, actually spend 24 hours in the classroom. The teaching of laboratory classes requires a great deal of time and effort, as faculty must maintain the labs, keep inventory of materials, ensure that all machines are in proper working condition and supervise student workers (there is no custodial help to keep the labs organized and clean). All this is in addition to preparing class materials and meeting the class. The faculty are also expected to advise undergraduate students.

In the area of service, 20% of their time and effort is spent in the normal service activities that are common to most departments. These activities include, but are not limited to, recruiting students, planning and organizing the Western Kansas Technology Fair (which has over 1000 students participating each year) and hosting an annual Technology “Drive in” Conference for area superintendents, principals and teachers. In addition, there are the normal service activities such as Senior Day, Parent’s Day, etc. The faculty are involved in sponsoring department student associations and their activities, such as planning and coordinating fundraisers so the students can attend regional and national conventions and conferences. Students have gained a national reputation for Fort Hays State University at these events for more than 25 years, winning numerous competitions. Service is not only considered as response to department, college, and University activities but also service includes working relationships with students and fellow faculty members. They must also responds to department, college, and university requests in a professional and timely fashion.

The percentage of time required in the area of research and scholarly activities is 10%. Research can take many forms as expressed by Ernest Boyer in his book Scholarship Reconsidered, and subscribed to by the Department of Applied Technology. One type of scholarship is that of Application, another is the Scholarship of Teaching, and a third is Scholarship of Integration. This third type relates to most of the Scholarship in this department. As the curriculum in the

program is constantly changing and equipment is continually being updated to incorporate these changes; the faculty have as an expectation, to research the changes that are taking place in our technological world. As new processes, materials, and products are developed, it is the responsibility of the faculty to identify these innovations and work toward implementing them in the curriculum. This requirement takes considerable research and study to ensure their ability to adequately teach this material. To accomplish this, the faculty work as teams and individuals. Their expertise in the technological arena is expected, as they are often called upon as consultants for various businesses and industries. Their scholarly activities are not limited to improvement of themselves and the curriculum, as they also provide scholarly activities in attending and presenting papers at several of the profession's state, regional and national meetings. Scholarly activities are an on-going expectation of all the faculty members in the department, but do not necessarily take the form of published research.

Each year the faculty submits their self-evaluations/merit of activities for the previous year to the Chair. Their merit document acts as a guide for a professional plan for the upcoming year. This professional plan (Annual Statement of Responsibilities) follows the University's recommended guidelines in the areas of Teaching, Service, and Scholarship & Professional Development.

The faculty members meet individually with the Chair to review their last year's accomplishments and performances, and to discuss their stated objectives and goals for the next year (ASR). A mutual agreement is reached which is used to develop their faculty's Annual Statement of Responsibilities.

The department has established expectations of performance in each of the three involvement areas of teaching, service, and scholarly activities. The department has also placed an emphasis on professional development and the following are descriptive statements that would help to guide faculty fall by category (lists are not all-inclusive).

### **Teaching**

Teaches appropriate discipline courses as assigned

Teaches 12 credit hours as required

Keeps curriculum current and up-to-date with the discipline's technological advancements

Makes curriculum changes required by the discipline

Receives a minimum of 2.0 on department's student evaluations

Reflects and makes appropriate changes each semester as warranted

Uses peer or other appropriate forms of teaching reviews

Incorporates appropriate use of technology in teaching

Maintains assigned laboratory equipment and tools to ensure proper and safe usage

Maintains laboratory material and supplies for quality instruction

Receives a minimum of 2.0 on department advisor's evaluation

Stays current on department, college, and university curriculum areas and is able to advise students into numerous programs and is able to recommend appropriate university support activities as needed.

Teaches on-line courses as needed

## **Service Activities**

Attends and participates in department meetings  
Actively helps with student recruitment; calling students, school visitations, and personal contacts  
Serves and participates in university, college, and department committees and assignments  
Takes an active part in all department and student activities, i.e., Parents Day, Technology Drive in Conference, Toys for Tots, Senior and Junior Days, Western Kansas Technology Education Fair, etc.  
Handles correspondence in a professional and timely manner  
Maintains a professional mannerism in relationships with students and colleagues

## **Scholarly Activity and Professional Development**

Attends professional meetings, conferences or workshops  
Instigates research, and scholarly activity that is used to improve or enhance individual professional teaching abilities and department curriculum  
Maintains contact with professional organizations  
Researches and investigates changes and improvements that should be incorporated in the department's curriculum as technology continually updates  
Develops and write grant proposals  
Develops classes for on-line delivery  
Develops a program or paper to be delivered at a professional conference or to be published in a referred journal relating to field

## **Boyer's 4 Models for Scholarship:**

### *Examples of scholarship of teaching*

- Development of new or substantially revised courses, curricula
- Innovative teaching materials/strategies
- Educational research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
- Projects funded by external or internal grants to support instructional activities
- Production of videos for instruction
- Technical, procedural or practical innovations made clinically or professionally
- Publication of textbooks or teaching materials.

### *Examples of application*

- Consulting activities in field or industry that directly relate to the intellectual work of the faculty member
- Support or development of community activities in the field or industry that link with academic discipline
- Formal development and /or oversight of practica/partnerships on behalf of the University that connect students with the field/industry
- The application of theory in the field to real world problems.
- Development of centers for study or service • Media contributions (newspaper, magazine, etc.)

*Examples of integration*

- Professional development workshops
- Literature reviews
- Presentations of research at conferences
- Non-academic publications that address discipline-related concerns
- Meta-analysis (contrasting or combining results from different studies)

*Examples of discovery*

- Internally or externally funded research projects
- Research projects
- Working papers
- Peer-reviewed journal articles
- Book chapters and /or books
- Creative activity: Compositions, presentations, performances, exhibits and projects.



## **B. Annual Statement of Job Expectations and Responsibilities**

DATE: *Date*

TO: *Name*  
Instructor, Assistant Professor, Associate Professor, Professor

FROM: *Name*, Chair  
Department of Applied Technology (DAT)

RE: Job Expectations and Responsibilities

The purpose of this memorandum is to provide a written description of the job expectations for the upcoming academic year. The job responsibilities are based on the weighting of **70/10/20** for Instruction, Scholarly Activity, and Service.

You are in the **X** year of your tenured position and hold a 9-month appointment in the Department of Applied Technology.

### (1) INSTRUCTION

“Instructional activity: Instructional duties and activities shall include, but not be limited to, formal classroom activities and tutorial sessions, class preparation, laboratory supervision, supervision of students in internships or other practica, development of new courses for inclusion in the curriculum, or new instructional materials including software (development or adaptation) and other applications of educational technology, professional development advisable in preparation for possible new courses, and academic advising.”

**(FHSU Faculty Handbook, p.123 of chapter 3, revised July 2014.)**

Spring 2016, Fall 2016

#### EXAMPLES:

Anticipated instructional workload will normally be a minimum of 24 credit hours per academic year, with 12 hours of instruction during the spring semester and 12 hours of instruction during the fall semester, unless a different schedule is agreed to by the DAT Chair, college dean, and provost. Courses may be a combination of on campus and on-line unless a different arrangement for instruction is agreed to by the DAT Chair, college dean, and provost. Department expectations are to maintain and post regular office hours (8:00-4:30) of a minimum of 10 hours/week.

- Take the lead role in a concentration area (e.g. manufacturing, production, construction, instructional technology, technology and engineering education, engineering design, robotics, industrial management, etc.)

- You will be expected to maintain the equipment in your lab, do routine maintenance, and keep all equipment in safe working condition, insure that the necessary supplies and materials are ordered and available, and supervise student workers.
- You will be expected to review all course materials and incorporate appropriate technology where indicated.
- Technology students will be assigned to you as an advisor on an individual interest basis. Undecided major advisees will be assigned on a rotation basis.
- Help with the students taking your area of expertise...i.e. Communication/CAD, Manufacturing, Construction, and STEM.
- Departmental expectation is to meet all classes at the times assigned schedule for purpose of affording the best possible educational environment and meeting accreditation guidelines. Deviations from the traditional methods such as a flipped or blending teaching model where seat time is replaced with online activities would require chair approval.

## (2) SCHOLARLY ACTIVITY

“Scholarly activity: Scholarly activities at Fort Hays State University are defined as original, innovative intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly activities must be intended and reasonably expected to lead to the production of scholarly works. Scholarly works must be communicated with and validated by peers beyond the FHSU campus community. The means of communication as well as the comparative value of types of scholarly activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline. (Boyer, E.L., *Scholarship Reconsidered: Priorities of the Professoriate*, Carnegie Foundation for the Advancement of Teaching, 1997, 147pp.) (03-03-08)”

**(FHSU Faculty Handbook, p.123-124 of chapter 3, revised July 2014.)**

Spring 2016, Fall 2016

### EXAMPLES: (Including Professional Development)

- Collect appropriate data for department assessment, CAEP, and ATMAE.
- Provide professional direction for the changing discipline of Technology and Engineering Education and areas of industrial expertise.
- Attend one professional meeting at the State, Regional or National level.
- Research what is changing in your area of expertise for inclusion in your classes.
- Make one professional presentation for the improvement of the profession.
- Provide consultant expertise to schools and businesses.
- Other scholarly activities opportunities arise.

### (3) SERVICE

“Service: There are three general categories of service: service to your profession, service to Fort Hays State University, and service to the community. Service to the profession includes but is not limited to state, regional, or national offices held in professional organizations, organizing a professional workshop or meeting, and other related activities. Service to Fort Hays State University includes but is not limited to committee assignments (chair or member), offices held (elective or appointed), involvement in campus activities (Parent's Day, high school workshops, etc.), part-time administrative assignments, sponsoring or advising a student organization, contributions to recruitment, or retention of students. This service includes activities in support of the department, the college, and the University. Community service is expected of every good citizen of the community. Community service as a part of the evaluation process should be related to one's professional expertise.” (**FHSU Faculty Handbook, p.124 of chapter 3, revised July 2014.**)

Spring 2016, Fall 2016

#### EXAMPLES:

- Serve as the Department of Applied Technology area coordinator as assigned.
- Provide a leadership roles in Kansas Technology Education/Applied Technology.
- Actively recruit in area schools.
- Help with Department SRP program.
- Take a leadership role in the Western Kansas Technology Fair.
- Serve on Department, College, University committees as assigned.
- Help with student organizations, TEECA and EPT.
- Handle correspondence in a professional and timely manner.
- Maintain a professional mannerism in relationship to students and colleagues.
- Help with Senior Day - technology recruitment day.
- Help with the annual Technology Drive in Conference.
- Participate in Parents and Senior Day.

To assist you in completing these goals, the department will (pending funding): (a) provide some travel monies, (b) provide research support monies, & (c) provide student assistance when possible.

The Department of Applied Technology will assist you in your attempt to complete the above activities. The above are “expectations” which the chair and you have agreed to pursue during the 2016 year. It is the committed goal of the Department of Applied Technology to support you in your efforts to complete these and other instructional, scholarly, and service activities. Please feel free to call upon the department chair any time for direction and help.

I understand the expectations and agree to pursue the completion of these goals and responsibilities as specified in the letter.



## **C. Promotion Guidelines**

### **Department of Applied Technology Promotion Guidelines**

The following descriptions of professional rank specify the minimum level of achievement and performance necessary for promotion in rank **as stated in the faculty handbook and the Memorandum of Agreement (MOA)**.

**1. Instructor:** An instructor is an individual who ordinarily does not possess a terminal degree or the equivalent in the field.

**2. Assistant Professor:** An assistant professor is an individual who normally possesses a terminal degree or the equivalent in the field (e.g., M.F.A.). The rank of assistant professor can be a beginning level appointment for one who holds the terminal degree or its equivalent in the field, or it can be a rank achieved after service in the rank of instructor.

Qualification:

a. Education and experience: Promotion from instructor to assistant professor should normally follow achievement of the terminal degree or its equivalent in the Field.

b. Additional college and department qualifications may be required as established in the department's Tenure, Merit and Promotion Guidelines.

**c. Adopted Formula of 70/20/10 with the major research emphasis on the Scholarship of Teaching.**

Scholarship of Teaching (Entice future scholars, transmitting of knowledge, transforming and extending boundaries)

- **Scholarly or creative activity shared at the local level of our discipline.**

**3. Associate Professor:** An associate professor is an individual who in all but exceptional circumstances possesses a terminal degree or its equivalent in the field and appropriate professional experience.

Qualification:

a. Education and experience: Promotion from the rank of assistant professor to associate professor requires demonstrated noteworthy contribution and definite potential for further major contribution to the field and the university. Normally, individuals promoted to associate professor would be in prior rank for a minimum of four years.

b. Normally, promotion from assistant professor to associate professor is not granted prior to the granting of tenure. Promotion does not guarantee that tenure will be granted.

c. Additional college and department qualifications may be required as established in the department's Tenure, Merit and Promotion Guidelines.

**Adopted Formula of 70/20/10 with the major research emphasis on the Scholarship of Application.**

Scholarship of Application (Applied to consequential problems...means and measurement of self-development...distinction between citizenship and meritorious work is that it must be tied directly to one's special field of knowledge.)

**Scholarly or creative activity shared at the local and state level of our discipline. (Candidate means of sharing at this level may be, but not limited to, presentations, workshops, lectures, newsletters)**

4. **Professor:** A professor is an individual who in all but very exceptional circumstances possesses a terminal degree or the equivalent in the field and who has demonstrated meritorious teaching, scholarship, and service in the field as defined by the individual's department and college. The rank of professor shall be awarded only to those who are proven masters of their field, are outstanding in that field, and whose general attributes of culture are recognized by their fellows with such determination to be made by administrations and faculties in traditional manner.\*

\**Kansas Board of Regents: Policies and Procedures Manual*, (11-20-69).

Qualifications:

a. Education and experience: Promotion from the rank of associate professor to professor requires demonstrated major contributions to the field and to the university. Normally, individuals promoted to professor would be in prior rank for a minimum of five years.

b. Additional college and department qualifications may be required as established in the department's Tenure, Merit and Promotion Guidelines.

**c. Adopted Formula of 70/20/10 with the major research emphasis on the Scholarship of Integration, and/or Application, and/or Discovery.**

Scholarship of Application (Applied to consequential problems...means and measurement of self-development...distinction between citizenship and meritorious work is that it must be tied directly to one's special field of knowledge.)

Scholarship of Integration (Fitting one's own research to others'...what do the findings mean?)

Scholarship of Discovery (Advancement of Knowledge)

**Scholarly or creative activity shared at the local, state, regional and/or national level of our discipline. (Candidate means of sharing at this level may be, but not limited to, presentations, workshops, lectures, newsletters, grants, and articles submitted for publication.)**

# Faculty Performance Appraisal

## Department of Biological Sciences

---

Revised 2/22/2002

### Criteria for Performance—2007

The criteria are divided in the traditional manner into three categories: teaching/advising, service, and scholarly activities. For sake of convenience, each category has four levels listed in decreasing order of performance. A faculty member must have the opportunity to fulfill those criteria or not be judged by them. It is not necessary for each characteristic of a performance level to be addressed in order to meet that level. Deficiencies in one category may be compensated by greater achievement in other categories.

#### Criteria for Teaching and Advising

A. Superior Performance:

Characteristics of this rating, *in addition to those in Excellent Performance* below, are:

1. Has evaluations that indicate exceptionally high-level classroom performance.
2. Shows evidence of critical self-appraisal and course revision to maintain exceptionally high-level classroom performance, and to keep courses continually stimulating and relevant.
3. Is recognized by colleagues for his/her influence on students in developing enthusiasm for the subject, leading them to high levels of academic achievement.
4. Serves as a director for more than one thesis completion or is active in participation on several thesis committees.

B. Excellent Performance:

Characteristics of this rating, *in addition to those in Good Performance* below, are:

1. Evaluates all courses and student evaluations indicate consistently high-level classroom performance.
2. Shows evidence of course revision to include new scholarship in the field, new instructional methods and materials, and/or development of web pages.
3. Develops and offers new courses and/or is willing to assume teaching responsibilities of new or experimental courses, honors courses, graduate or undergraduate independent study
4. Directs graduate thesis or undergraduate honors independent project, and/or serves on more than one thesis or project.
5. Is willing to teach laboratory as well as lecture periods in lab/lecture courses.

C. Good Performance:

Characteristics of this rating are:

Meets classes regularly and punctually, covers the material specified in the syllabus for each course taught, evaluates student performance, maintains regular office hours for access by students and advisees, is current in scholarship in subjects taught, and receives acceptable teaching and advising evaluations.

In addition the faculty member:

1. Shows evidence of effort to improve classroom performance.
2. Advises a proportional share of advisees for the department.
3. Serves as a member on a thesis committee.
4. Demonstrates flexibility in terms of course offerings and scheduling.

D. Below Minimum Performance:

Characteristics of this rating are:

Does not meet classes regularly and punctually, does not cover the material specified in the syllabus for each course taught, occasionally evaluates student performance, is rarely present during regular office hours for access by students and advisees, is less than current in scholarship in subjects taught, and receives unacceptable student course and advising evaluations.

## Criteria for Scholarly Activity

### A. Superior Performance:

Characteristics of this rating, *in addition to those in Excellent Performance* below, are:

1. Shows firm acceptance or proof of publication of one or more manuscripts or a scholarly book by publisher.
2. Receives formal recognition for high scholarly achievement.
3. Participates on the program at one or more national meetings.
4. Receives more than one external grant.

### B. Excellent Performance:

Characteristics of this rating, *in addition to those in Good Performance* below, are:

1. Submits manuscripts or scholarly books for publication.
2. Participates on the program at a regional (or equivalent) scholarly meeting.
3. Receives research grant from other than a departmental source (e. g. university or external).

### C. Good Performance:

Characteristics of this rating are:

1. Produces evidence of continuing research or writing intended for scholarly publications.
2. Reviews manuscripts for publication by scholarly presses or journals.
3. Attends scholarly meetings.
4. Applies for research or other grants.

### D. Below Minimum Performance:

Characteristics of this rating are:

1. Shows no evidence of continuing research or writing intended for scholarly publications.

## Criteria for Service

### A. Superior Performance:

Characteristics of this rating, *in addition to those in Excellent Performance* below, are:

1. Achieves unusual distinction from beyond the college or the department, that adds regional or national recognition to the department, college, or university.  
Examples: Consultation work with a major press, membership on the editorial board of a professional journal, election to office of a state, regional, or national organization—an office with more than nominal duties and which is a sign of professional distinction.
2. Routinely represents the department, college, or university to the community. Examples: Talks to schools, civic groups, the Sternberg Museum, and/or interviews with local or national media.

### B. Excellent Performance:

Characteristics of this rating, *in addition to those in Good Performance* below, are:

1. Assumes offices or duties in the university/college/department that involve important responsibilities and considerable time and work.  
Examples: Serving on Faculty Senate, on Graduate Council, and related committees, chairing committees, serving and working with college or university task forces to develop special programs.
2. Participates in most or all of the departmental activities.

### C. Good Performance :

Characteristics of this rating are:

1. Assumes average share of committee or administrative responsibility.
2. Develops contacts with colleges, schools, or other professional bodies, which require extra time and effort.  
Examples: Membership on departmental committees (e. g., curriculum, library, tenure, recruitment), planning of new programs, or scientific consultation.
3. Participates in some of the departmental activities.

### D. Below Minimum Performance:

Characteristics of this rating are:

1. Accepts little or none of their share of departmental duties.
2. Does not participate in any departmental activities (e.g. student luncheons, picnics, telethons, seminars, meeting prospective students).

## Checklist for Evidence of Performance

The evidence categories are also divided in the traditional manner into three categories: teaching/advising, service, and scholarly activities.

### *Evidence of Teaching & Advising*

- A. Teaching Assignments
- B. Lecture only or Lecture/Lab
- C. Number of Preparations
- D. Kinds of Courses
  - 1. Graduate
  - 2. Undergraduate
  - 3. General education
  - 4. Size of Classes (small, medium, large)
- E. Courses Developed and Revised
- F. Evidence of classroom performance at various levels
  - 1. Professional-scholarly evaluations by peers, including class visitations
  - 2. Student Evaluations
  - 3. Materials used in courses: syllabi, types of work required of students, evidence of systematic testing of students
  - 4. Course Management: evidence of instructional techniques employed, degree of rapport with students, student counseling and conferences, evidence of student response beyond minimal course requirements, special activities and projects.
- G. Recognition for Teaching
- H. Number of Current Graduate Students
- I. Theses supervised or completed
- J. Graduate thesis or undergraduate honors independent project advisement, including responsibilities both as director of thesis or project and committee member
- K. Number of Advisees
- L. Achievements of Students

### *Evidence of Scholarly Activities*

- A. Completed
  - 1. Published
    - a. Books
    - b. Articles - refereed
    - c. Articles - non-refereed
    - d. Book reviews
  - 2. Grants reviewed
  - 3. Scientific articles reviewed
  - 4. Scientific papers presented
    - a. Invited
    - b. Contributed
  - 5. Grants received
  - 6. Courses taken (educational experiences)
  - 7. Attendance at professional meetings
- B. In-Progress
  - 1. Research work.
  - 2. Grants submitted
  - 3. Manuscript submitted (refereed)
  - 4. Manuscript submitted (non-refereed)
- C. Research grants
- D. Publication or definite acceptance for publication of scholarly book or article(s)

- E. Honors or distinctions conferred as recognition of scholarly achievements
- F. Participation at scholarly meetings

### ***Evidence of Service***

- A. Departmental activities
  - 1. Newsletter
  - 2. Family day
  - 3. Prospective student day
  - 4. Health fair
  - 5. Judging science fair
  - 6. M.S. theses committees
  - 7. Demonstrations, tours
  - 8. Endowment telethon calling
- B. Committees
  - 1. University wide (include faculty senate)
  - 2. College wide
  - 2. Departmental
  - 3. Union Activities
- C. Recruitment & retention efforts
- D. Faculty sponsor of student organization
- E. Office held in professional organization or professional recognition
- F. Moderator at professional meetings
- G. Unpaid consulting
- H. Continuing education
- I. Presentations to lay audiences
- J. Curation

### **Procedure and Timeline**

- I. A faculty portfolio maintained by each faculty member is presented to the Departmental Chair at the beginning of the following calendar year. It should be a well-organized document that contains information and evidence relevant to the faculty member's activities for only the current calendar year. It should be organized in sections as follows.
  - A. A written summary (tabular format if desired) detailing the faculty member's activities for:
    - 1. Teaching and advising
    - 2. Scholarly activity
    - 3. Service
  - B. Actual items or copies thereof exhibiting performance for:
    - 1. Teaching and advising
    - 2. Scholarly activity
    - 3. Service(Exhibits may be in any appropriate format, i.e. not necessarily fit a binder or be on paper).
  - C. A written self-appraisal statement.
- II. By the end of the first quarter, the Chair reviews portfolios and prepares a written summary of each to be presented to the respective faculty member. Portfolios are returned.
- III. The Chair in consultation with each faculty member provides feedback for action for faculty development, remediation, improvement, adjustment of assignments, or other possible course(s) of action, if necessary.

## *Chemistry*

### *Section 2. Criteria (Department, College, University)*

#### **A) Outline and Description of Department of Chemistry Criteria Used in Annual Merit Evaluation for Teaching/Scholarly Activity/Service**

In the annual merit evaluation of faculty accomplishments in the areas of teaching, scholarly activity, and service are considered. Some accomplishments that are considered in each category are listed below. The criteria used for making the merit evaluation are the quality and quantity of accomplishment in these areas. Portions of these criteria were first adopted by the faculty in 1989.

#### **Accomplishments Considered As Teaching**

- Academic advising
- Curriculum/Course development
- Instruction of laboratory classes
- Instruction of lecture classes
- Supervision of special classes (readings, problems, apprenticeship, etc.)

#### **Accomplishments Considered As Scholarly Activity**

- Attendance at scholarly, professional meetings
- Conducting laboratory research
- Efforts to maintain current knowledge of the field
- Proposal preparation
- Scholarly presentation at professional meetings
- Scholarly publication
- Seminar participation
- Seminar presentation (on and off campus)
- Supervising student research

#### **Accomplishments Considered As Service Activity**

- Service to Professional Societies
  - Society officer
  - Meeting planner/organizer
  - Session chair
- Service to the University
  - University committees
  - Faculty Senate
  - Faculty Senate officer
  - Faculty Senate committees
  - Graduate Council
  - Graduate Council committees
  - Pre-med advising activities which go beyond normal advising of students. Such activities include recruitment, attendance at pre-professional advising meetings, and assisting students in the admission process.
  - Special assignments accepted by faculty

Service to the College

College committees

Service to the Department

Certain service roles of the department are shared by all faculty

These include:

maintenance of orderly labs

routine maintenance and care of equipment

recommendations for purchases

assisting storekeeper and electronics technician in performance of their duties

Departmental committee assignments

Coordinator of guest speakers

High school visitations and presentations

Participation in senior day and other recruiting activities

Preparation of the departmental newsletter and maintenance of alumni records

Sponsor of chemistry club

Director of student labor

Library liaison

Service to the Community/Region

Unpaid consulting and analyses based on professional expertise

Non-professional accomplishments that exceed normal community

Service

## **B) Outline and Description of Department of Chemistry Criteria Used in Evaluation of Teaching/Scholarly Activity/Service for Tenure and Promotion**

### **B.1) OVERARCHING GUIDING PRINCIPLES**

*There are multiple pathways to tenure and promotion*

A fundamental philosophical principle of the FHSU Chemistry Department is that there are **multiple** pathways to tenure and promotion. We feel that it is a departmental strength to have a diverse faculty with aptitudes and interests in different areas rather than a faculty which are cookie-cutter replicates of each other. Therefore, it is expected that candidates will be able to successfully demonstrate that they merit tenure or promotion through unique ensembles of accomplishments which capitalize on their own personal interests and abilities. Evaluators who require every tenure or promotion candidate to achieve a very narrow, specific, and restrictive set of accomplishments (*e.g.*, peer reviewed publication and Faculty Senate service) are misinterpreting and misapplying the chemistry department's tenure and promotion criteria.

*Evaluations are to be weighted proportionately to responsibility load.*

When evaluating faculty achievements for tenure and promotion, the assessment shall be weighted in proportion to the candidate's negotiated responsibilities. For example, if a candidate's negotiated responsibilities are 74% teaching, 13% scholarly activity, and 13% service then the assessment will be weighted differently than for a candidate with the standard 60/20/20 load. For a 74/13/13 load, proportionately more emphasis shall be placed on the candidate's teaching accomplishments and proportionately less emphasis will be placed on their scholarly and service accomplishments.

*Scholarly activities involving chemical education and undergraduates are highly valued.*

The FHSU chemistry department's primary focus is on teaching and mentoring undergraduate students. This emphasis has two important implications for the evaluation of scholarly activity. First, our department regards scholarly activity in chemical education as a worthy pursuit equivalent in priority to technical laboratory research. Likewise, chemical education publications and presentations are considered equivalent in priority to technical chemical publications and presentations. Second, our department places a high premium on the involvement of undergraduate students in faculty scholarly pursuits. Therefore, laboratory research, scholarly presentations, and publications which involve undergraduate students as collaborators and coauthors are considered to be more valuable accomplishments than similar achievements without the involvement of undergraduate students.

*Both the candidate and the department need to provide context for external evaluators*

When evaluating faculty accomplishments for tenure and promotion, both the quality and the quantity of accomplishments will be assessed. In order for all evaluators to make an informed assessment, the candidate is expected to convey information and evidence regarding the qualitative significance of accomplishments submitted. For example, not all evaluators may know that submissions to a particular journal are reviewed by a national panel of peers. Likewise, in order for nondepartmental evaluators to properly understand the department's priorities and reasoning, departmental evaluators shall communicate the importance and weight which they attach to the candidate's accomplishments on which their assessment is based.

## **B.2) DESCRIPTION AND EXPLANATION OF ACCOMPLISHMENT RANKING SCHEME**

*The arrangement and scope of our faculty accomplishment listing*

In all evaluations of faculty accomplishments for tenure and promotion, the areas of teaching, scholarly activity, and service are to be considered. The tables in the following section contain a listing and ranking of typical faculty accomplishments. Within each area, typical faculty accomplishments are listed according to categories. This listing is intended to serve as an informative overview of the most common chemistry faculty accomplishments. It is not an exhaustive or comprehensive list. ***Faculty achievements other than those itemized here may be highly valued by the department when evaluating tenure and promotion files.***

*The organization of our faculty accomplishment ranking scheme*

Within each category, the accomplishments are grouped according to three qualitative priority rankings (A, B, or C). The A ranking is used to designate those accomplishments which are regarded with the greatest weight and importance by the chemistry department. The B ranking is used to designate those accomplishments which are considered intermediate in weight and importance. The C ranking is used to designate accomplishments which are considered noteworthy and significant but of least weight and importance. The purpose of this ranking scheme is to provide an illustrative framework to communicate the relative departmental priorities when assessing various faculty accomplishments.

### *The qualitative nature of our faculty accomplishment ranking scheme*

This ranking scheme is *broad, approximate, and qualitative* in nature. The value of accomplishments can vary in importance within a rank (*e.g.*, a peer-reviewed publication is generally considered more valuable than conducting laboratory research even though both are A rank accomplishments). Furthermore, accomplishment value can vary even within the same accomplishment class (*e.g.*, some University committees are more active, more demanding, and address issues of greater importance than others). ***Therefore, any attempts to convert this ranking scheme into a quantitative point scale are misguided and inappropriate.***

### **B.3) LISTING AND RANKING OF TYPICAL CHEMISTRY FACULTY ACCOMPLISHMENTS**

#### **Accomplishments Considered as Teaching**

##### *Classroom Teaching*

A	Instruction of regularly scheduled lecture and/or laboratory classes
B	Introductory laboratory coordinator (grading, lab preparation, etc.)

##### *Student Mentoring*

A	Academic advising Supervision of <i>Problems in Chemistry</i> (undergraduate research) students
B	Supervision of <i>Readings in Chemistry</i> students
C	Supervision of <i>Apprenticeship in Chemistry</i> students

##### *Curriculum/Instructional Materials Development*

A	New course development New laboratory experiment development Revision or redesign of an existing course Development of new teaching pedagogies
B	Adoption and implementation of new teaching pedagogies
C	Preparation of multimedia instructional materials

#### **Accomplishments Considered as Scholarly Activity**

##### *Presentations Category*

A	Scholarly publication in a peer reviewed journal Scholarly publication of a professional book, book chapter, or a textbook Scholarly presentation at a regional or national professional conference Preparation and submission of an external funding proposal
B	Scholarly presentation at a local or state professional conference Invited off-campus seminar presentation Preparation and submission of internal FHSU funding proposal
C	On-campus seminar or scholarly presentation

*Endeavors Category*

A	Supervising student research Conducting laboratory research
B	Peer reviewer for professional journal or external grant agency Developing new scholarly proficiencies through documented academic coursework, workshop participation, or independent study

**Accomplishments Considered as Scholarly Activity, Continued**

*Participation Category*

B	Attendance at regional or national professional meetings
C	Attendance at state or local professional meetings Field trips and tours of area industrial or laboratory facilities

**Accomplishments Considered as Service**

*Departmental*

A	Department committee
B	Student employee supervisor Chemistry Club sponsor FHSU Science Day coordinator Recruitment activities participation (visitation days, SRP events, etc.) Maintenance of departmental instrumentation Vendor research, bid solicitation, and purchasing arrangements of major equipment and/or instrumentation Writing/helping prepare an FHSU Action Plan for the department
C	Departmental liaison (Library, CTELT, etc.) Pre-Medical/Health Professions Club advisor Conducting professional school entrance exam practice sessions Recruitment of seminar speakers

*University*

A	FHSU Faculty Senate
B	Standing or <i>ad hoc</i> university committee FHSU College of Education service (departmental liaison, secondary teacher education committees, student teacher, etc.)

*Professional*

A	Leadership positions in professional societies Professional meeting planner/organizer
B	Professional meeting session chair/moderator
C	Professional review of a textbook or published teaching materials

*Community and Region*

B	Science Olympiad, Chemistry Olympiad, or science fair contributions High school visitation and community outreach activities
C	Unpaid consulting and analysis based upon professional expertise

**C) Linkage of Criteria to Department/College/University Goal**

**1) Copies of Department, College, and University Mission Statements**

**Chemistry Department Mission Statement**

The chemistry department provides undergraduate education in chemistry for chemistry majors; for other science majors including the biological sciences, geology and physics; and for other majors with a chemistry requirement such as agriculture and nursing. The department also provides chemistry courses that satisfy General Education requirements of the University. Research activities of the department emphasize teaching upper-division undergraduate majors how to conduct research by providing the opportunity for them to work with faculty members on research products. The department serves as a regional resource on chemical matters through consultation and, if needed, laboratory analysis. The chemistry department seeks to prepare students for employment as chemists, for graduate school, for professional school, or for teaching through a curriculum with major emphasis on laboratory instruction and computer usage in the chemistry laboratory. The central focus of the department is to use the experimental nature of chemistry to help students develop their analytical and problem solving skills.