**Chemistry: Promotion to Associate Professor (rev 21 Mar 16, approved 15 Apr 16)**

**Scholarship**

Excellence in scholarship is evidenced by the following:

* 1. The demonstration of an independent research program, which often is evidenced by being corresponding (or co-corresponding) author on two to three peer-reviewed, impactful publications in quality journals. The narrative should describe the candidate’s independent research agenda and clearly specify the level of contribution and quality (e.g., citations, impact factors, etc.) to each publication. Chemistry research is routinely carried out in teams and therefore it is understood that publications may have multiple co-authors. In the research narrative the candidate should explain the involvement of collaborating groups, as needed. A candidate’s dossier may be strengthened by items demonstrating additional scholarly achievement. The number of items demonstrating this may vary based on quantity and quality. Examples include but are not limited to collaborative papers, reviews, patents, pedagogical peer-reviewed papers, and book reviews.
  2. The demonstration of a continuous record of submitting external grants to support the candidate’s research agenda. Quality can be assessed by both the comments from reviewers and the dossier’s external letters.
  3. The demonstration of a quality undergraduate research experience (examples may include student research writing, publications with students, presentations, student awards).
  4. The demonstration of a record of disseminating your research (e.g., at local and national conferences, external department seminars).

**Teaching**

Excellence in teaching is evidenced by the following:

* + 1. Demonstration of high quality instruction in the classroom and laboratory. The narrative should describe the candidate’s teaching effort in terms of overall philosophy and specific efforts to teach effectively in courses and other activities with students. Evidence of teaching effectiveness may include: peer evaluations; examples that demonstrate use of appropriate instructional techniques, including writing assignments where appropriate; offering and meeting clear and appropriate course objectives in syllabi that are measurable through representative exams, classroom, and lab activities. Evidence may include, where appropriate, demonstration of improvement in teaching effectiveness, or contributions to the department curriculum, such as development of new course(s) or revision of existing course(s).
    2. Active participation in student development through individualized instruction. Evidence may include: regular mentoring of Chemical Research/Selected Topics students in laboratory or field research; regular mentoring of senior seminar students.

Additional accomplishments and/or pedagogical innovations not listed above may qualify as evidence of excellence in teaching (such as a funded teaching grant or attending/participating in a teaching workshop).

**Service**

Evaluators of the dossier will make quality judgments that determine if evidence constitutes “continued meaningful contributions to service”. Evidence of meaningful service contributions may include:

* + 1. Contributions to departmental and university governance, such as active participation on or chairing one or more departmental committees; serving on a college or university committee.
    2. Contributions to the profession, such as serving on a committee of a national scientific organization; reviewing manuscripts for research journals; serving on a grant review panel.
    3. Contributions to the community such as presenting general interest seminar to a public audience; service on a community committee or board that utilizes professional skills; outreach efforts in K-12 programs; serving as a scientific resource to the local media.
    4. Additional accomplishments not listed above may qualify as evidence of continued meaningful contributions to service.

**Chemistry: Promotion to Full Professor (rev 21 Mar 16, approved 15 Apr 16)**

**Scholarship**

Outstanding achievement in scholarship is evidenced by the following:

1. The continuation of an active research program, which often is evidenced by being corresponding (or co-corresponding) author on three to five peer-reviewed, impactful publications in quality journals since submission of the promotion dossier for Associate Professor. The narrative should describe the candidate’s research agenda and clearly specify the level of contribution and quality (e.g., citations, impact factors, etc.) to each publication. Chemistry research is routinely carried out in teams and therefore it is understood that publications may have multiple co-authors. In the research narrative the candidate should explain the involvement of collaborating groups, as needed. A candidate’s dossier may be strengthened by items demonstrating additional scholarly achievement. The number of items demonstrating this may vary based on quantity and quality. Examples include but are not limited to collaborative papers, reviews, patents, pedagogical peer-reviewed papers, books, and book reviews.
2. The demonstration of an ongoing record of submitting external grants to support the candidate’s research agenda. Quality can be assessed by both the comments from reviewers and the dossier’s external letters.
3. The demonstration of a quality undergraduate research experience (examples may include student research writing, publications with students, presentations, student awards).
4. The demonstration of a record of disseminating your research (e.g., at local and national conferences, external department seminars).

**Teaching**

Outstanding teaching is evidenced by the following:

1. Demonstration of high quality instruction in the classroom and laboratory. The narrative should describe the candidate’s teaching effort in terms of overall philosophy and specific efforts to teach effectively in courses and other activities with students. Evidence of teaching effectiveness may include: peer evaluations; examples that demonstrate use of appropriate instructional techniques, including writing assignments where appropriate; offering and meeting clear and appropriate course objectives in syllabi that are measurable through representative exams, classroom, and lab activities. Evidence may include, where appropriate, demonstration of improvement in teaching effectiveness, or contributions to the department curriculum, such as development of new course(s) or revision of existing course(s).
2. Active participation in student development through individualized instruction. Evidence may include: regular mentoring of Chemical Research/Selected Topics students in laboratory or field research; regular mentoring of senior seminar students.

Additional accomplishments and/or pedagogical innovations not listed above may qualify as evidence of excellence in teaching (such as a funded teaching grant or attending/participating in a teaching workshop).

**Service**

Evaluators of the dossier will make quality judgments that determine if evidence constitutes “continued meaningful contributions to service”. Evidence of meaningful service contributions may include:

1. Contributions to departmental and university governance, such as active participation on or chairing one or more departmental committees; serving on a college or university committee.
2. Contributions to the profession, such as serving on a committee of a national scientific organization; reviewing manuscripts for research journals; serving on a grant review panel.
3. Contributions to the community such as presenting general interest seminar to a public audience; service on a community committee or board that utilizes professional skills; outreach efforts in K-12 programs; serving as a scientific resource to the local media.
4. Additional accomplishments not listed above may qualify as evidence of continued meaningful contributions to service.