

Tenure and Promotion Guidelines

Department of Chemistry and Physics

The Department of Chemistry and Physics supports tenure and promotion of faculty who are excellent teachers and scholars and are engaged members of the department, university, and professional & local communities. According to the new PNW P&T Policies and Procedures, candidates for tenure and promotion are evaluated in the areas of learning, discovery, and engagement, with the first two being of greatest importance. A candidate is expected to balance their strengths in these areas and must understand that outstanding teaching with inadequate strength in discovery or vice versa is not favored. Also, according to the P&T guidelines, promotion to the rank of Associate Professor is based upon both actual performance as well as the likelihood of future growth. Promotion to the rank of Professor is based on excellence in learning or discovery demonstrating leadership and/or recognition on a regional, national or international level.

Promotion to Associate Professor

Learning

A candidate is expected to establish a solid record of excellence in the area of teaching/learning, and demonstrate the potential for further accomplishments in this area.

The candidate should explain how their teaching has evolved during the review period and should address any issues that have been brought up in student and/or peer evaluations, as well as course and program assessment data. A successful candidate should demonstrate effective teaching, as reflected by their command of the subject matter, ability to communicate effectively in the classroom, commitment to student learning, and involvement in providing advice and support for students outside the classroom.

Excellence in classroom and laboratory instruction is normally demonstrated through effective teaching of lectures and laboratories at both the introductory and advanced levels. Demonstration of effectiveness includes, but is not limited to, the following:

- Syllabi and samples of course materials (assignments, exams, lab handouts, etc.).
- Student and peer evaluations of teaching.
- Assessment data and results (pertaining to course learning outcomes and/or program outcomes).
- Curricular changes, stemming from self-reflection, that seek to develop and improve student learning.
- Activities related to curriculum and/or course improvements or development that add value to the department, school, and/or university.
- Mentoring students in grant writing and securing grants to support research and presentation of the research.
- Securing grants, gifts or donated instrument (including hardware and software) for curricular development and program improvement.

- Development of special instructional materials that is considered distinctive.
- Efforts to improve teaching by attending seminars and workshops, taking digital training classes, presentation at education centered conferences, and participation in assessment of courses, etc.
- Additional accomplishments and/or pedagogical innovations.

When **reviewing for reappointment**, the department seeks evidence that the candidate is making progress and establishing a record of accomplishment in these or other areas related to teaching effectiveness with contributions on and beyond the campus.

Discovery

Both the quantity and quality of research work are important indications of progress. The Department Chair, faculty mentor, and the candidate should discuss the expectations during the pre-tenure period. A candidate's research work largely completed before the candidate arrived at PNW adds evidence of scholarship and should be included in the candidate's P&T document. However, such efforts are not adequate for tenure/promotion. Research is often carried out in teams and in collaboration with colleagues across departments and institutions. Therefore it is understood that publications and grant proposals may have multiple co-authors. It is recommended that candidates describe their level of contribution toward each of their co-authored publications and grants.

The Department of Chemistry and Physics does not have a graduate program and has limited separate research space. As a result, it is very important to the departmental faculty that undergraduate students are engaged in ongoing research and that chemistry and physics faculty establish research programs utilizing on-campus space. Candidates are expected to incorporate this into their research programs to the fullest extent possible. It should be noted that research including undergraduate students has inherent delays because of the necessary training and rapid turnover compared to graduate students.

Evidence of excellence and sustained growth in the area of discovery includes, but is not limited to, the outcomes listed below. There are no specific guidelines on amount or distribution of outcomes, as it is the overall value of the contributions made that determines a candidate's excellence or strength in discovery.

- Peer-reviewed articles published in research journals.
- Presentations at external meetings including regional, national, or international conferences.
- Publication of peer-reviewed abstracts of presentations in the research area of the candidate.
- Invited lectures or presentations of research at PNW and other institutes or universities.
- Grant submissions to, and successful funding from, external and/or internal funding agencies.
- Patents.
- Student presentations (oral and/or poster).
- Professional conference proceedings.

- Research or training workshops.
- Publishing review articles, book chapters, or textbooks.
- Maintaining membership in productive collaborations.

When **reviewing for reappointment**, the department seeks evidence that the candidate is making progress and establishing a record of accomplishment in these or other related areas. A sustained record of achievement is expected, with demonstrated growth as a scholar of national or international repute desired.

Engagement

Though service is not as crucial as learning and discovery for promotion to Associate Professor, active participation in engagement at the department level and professional service are considered valuable.

Engagement includes contributions made by a candidate through service to the Department, College, University, and the communities beyond the University. Examples of service engagement include, but are not limited to, the following:

- Participation in, and contribution to, program marketing, student recruiting, and retention activities.
- Active participation as a member of task forces or committees that support the department in its effort to improve course assessment, the curricula, and the programs, and hiring of staff or faculty.
- Membership on committees that represent the department at the college and/or university level.
- Leadership roles in department/college/university committees.
- Providing special services to the department and colleagues, such as reviewing grant proposals, participating in Science Olympiads or Academic Super Bowls, committee membership, and roles to promote and support the university within the region.
- Professional service including membership in appropriate professional societies related to the candidate's discipline, serving as an external reviewer of journal manuscripts and grant proposals, and participation as an editor, member of an editorial board, or similar activity for professional and scholarly societies.
- Active involvement as a professional in discipline with the community.
- Leadership in professional organizations.
- Discipline based service to the community that supports the strategic goals of Purdue University Northwest.

When **reviewing for reappointment**, the department seeks evidence that the candidate is making progress and establishing a record of accomplishment in these or other areas related to service.

Promotion to Professor

Candidates are expected to continue as excellent teachers and productive scholars, and to contribute to the community with service both inside the department, the college and the University, and in the broader professional and regional communities. Successful candidates for promotion will present strong records in three areas: Learning, Discovery, and Engagement.

Learning

Promotion to the rank of professor requires a record of continued effectiveness and growth as a teacher, as reflected in such factors as mastery of the subject matter, strong classroom teaching skills, an ongoing commitment to student learning, and active involvement in providing advice and support for students outside the classroom.

In the Chemistry & Physics Department, the following are expectations for promotion to the rank of professor:

- Evidence of curricular development and assessment.
- Student mentoring.
- Participation in undergraduate research.

Evidence of excellent teaching includes, but is not limited to, the following:

- Syllabi and samples of course materials (assignments, exams, lab handouts, etc.).
- Student and peer evaluations of teaching.
- Assessment data and results (pertaining to course learning outcomes and/or program outcomes).
- Curricular changes, stemming from self-reflection, that seek to develop and improve student learning.
- Activities related to curriculum and/or course improvements or development that add value to the department, school, and/or university.
- Mentoring students in grant writing and securing grants to support research and presentation of the research.
- Securing grants, gifts or donated instrument (including hardware and software) for curricular development and program improvement.
- Development of special instructional materials that is considered distinctive.
- Efforts to improve teaching by attending seminars and workshops, taking digital training classes, presentation at education centered conferences, and participation in assessment of courses, etc.
- Additional accomplishments and/or pedagogical innovations.

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 related workshop).

Discovery

A successful candidate must demonstrate a sustained research effort resulting in a reasonable number of additional peer-reviewed publications in reputable journals over a sustained period since promotion to associate rank. There are no specific guidelines on amount or distribution of outcomes, as it is the overall value and impact of the contributions made that determines a candidate's excellence or strength in discovery.

Examples indicative of an ongoing high-quality research program may include, but are not limited to:

- Sustained publications in peer-reviewed journals.
- High-quality grant awards, both internal and external.
- Mentoring of undergraduates in research.
- Publication in conference proceedings.
- Presentations at national/international conferences.
- Invited presentations at other academic institutions, workshops, or seminars.
- Student research, publications with students, presentations, or awards.

Engagement

Successful candidate must show evidence of continued service to the department, to the college, and to the broader local and professional community. Continued contributions to service may include:

- Assuming a departmental or college responsibility (e.g. mentoring student club, organizing seminars, etc.).
- Serving on and chairing department committees.
- Serving on and taking leadership role in college/university committee.
- Significant service to the profession (e.g. chairing a session at a national or international meeting, or serving as an officer in a national professional organization).
- Serving as a reviewer for journals and grant proposals.
- Professional service to the community: local, state, national, and/or international.
- Sustained outreach to schools and alumni groups and broader community.