

Faculty Personnel Policy
Teaching Emphasis Faculty
Department of Chemistry and Biochemistry

Approved by Faculty Vote
February 28, 2006

A. Definition: Teaching Emphasis Faculty are tenure-track appointments used to recruit and retain high quality faculty to support and enhance the undergraduate instructional program of the Department of Chemistry and Biochemistry. The primary responsibilities of Teaching Emphasis Faculty will be undergraduate teaching and teaching-related activities including grant-writing efforts that benefit both instructional and research aspects of the undergraduate program, and service activities of direct relevance to the undergraduate program. Although primarily a teaching appointment, Teaching Emphasis Faculty are expected to develop and direct either an active research program involving undergraduates, or other creative activities such as the development of innovative teaching techniques and methods. A typical effort distribution for Teaching Emphasis Faculty during the tenure probationary period will be 70% teaching, 25% research/creative activity and 5% service. Following the award of tenure this effort distribution will normally become 70% teaching, 20% research/creative activity and 10% service.

The professional work of a Teaching Emphasis Faculty member will be focused on the undergraduate program and hence such faculty will not teach graduate courses. However, provided that such faculty meet appropriate criteria they may be given graduate faculty status so that they can serve on M.S. degree thesis committees or Ph.D degree dissertation committees and, where appropriate, direct the research of M.S. degree students.

B. Promotion and Tenure

The decision on tenure is the most important that faculty are called upon to make. Each person involved in the decision on tenure bears the responsibility for subjecting all aspects of the case to rigorous evaluation.

Tenure and promotion in the Department of Chemistry and Biochemistry are based on teaching, research, and service to the department, university and our profession. In all three areas of judgment, greater weight will be placed on the quality of the activity than on the quantity. For Teaching Emphasis Faculty, the department views excellence in undergraduate teaching as the most important component for tenure and promotion. The award of tenure to a Teaching Emphasis Faculty member signifies that the

person has contributed to the long-range goals and future of the department through their contributions to the undergraduate program. Furthermore, their area of undergraduate teaching and research shall be appropriate to the future development of the department.

1. Assistant Professorship

For appointment as an Assistant Professor, the successful candidate shall have demonstrated promise for excellence in teaching, and research training to the Ph.D level in an area compatible with ongoing and strategically planned instructional programs in the department.

2. Tenure

a. The successful candidate shall have demonstrated excellence in undergraduate teaching supported by formal teaching evaluations, as described in Appendix I.A. (page 23) of the Department of Chemistry and Biochemistry Faculty Personnel Policy, supplemented by other options outlined in Appendix I of this document. When appropriate, the successful candidate should have demonstrated the ability to contribute to the instructional mission of the department in less formal settings, such as directed readings, research, or independent study.

b. The successful candidate shall have either established a viable research program involving undergraduates and/or developed a program of scholarly activity concerned with innovative teaching techniques and/or student learning (see Appendix I). This should be supported by publications in refereed journals, publication of textbooks or production of other innovative teaching tools, presentations at local, regional and national meetings and at other institutions, and, possibly, the award of external grants. The quality of the research/creative activity program must be evaluated in writing by respected external reviewers selected from leading faculty at peer research universities.

Additional criteria of lesser importance in the tenure decision include:

c. Service to the department in committee roles and other service functions, such as spearheading efforts to submit proposals to external agencies for instructional equipment and upgrades of teaching laboratory facilities.

d. Participation in activities related to professional service such as consultation to groups outside the university, editing and refereeing of professional publications, and on professional committees.

The award of tenure should indicate that the faculty member is of comparable stature with others in the discipline at peer universities. Furthermore, there must be compelling evidence that professional growth will continue after tenure leading, in the course of time, to full professor status.

3. Associate Professorship

The criteria for promotion to Associate Professor are the same as those for the granting of tenure, and this promotion normally accompanies the granting of tenure. An Associate Professor is a member of the senior faculty and assumes responsibilities similar to those of a full Professor.

4. Full Professorship

Promotion of Teaching Emphasis Faculty to full Professor is reserved for those who demonstrate excellence of performance and shall not be recommended as a reward for long service or to ameliorate other problems.

The following criteria apply:

a. The successful candidate must have established a reputation for excellent undergraduate teaching performance among students and peers, supported by formal peer evaluation and supplemented by information described in Appendix I. The successful candidate will have implemented necessary upgrades to assigned undergraduate lecture and laboratory courses and, where appropriate, brought undergraduate students to their scholarly potential in the research laboratory.

b. The successful candidate must have established a solid reputation in the area of undergraduate research and/or for scholarly activities concerned with innovative teaching techniques and methods. This can be documented by a

sustained record of publication, receipt of awards, invitations to present lectures at conferences and colloquia at other institutions, completion of honors theses and, where appropriate, completion of M.S.theses, and, possibly, the award of external grants, since promotion to Associate Professor. The written opinions of respected outside reviewers at peer research universities must be sought.

Additional criteria of lesser importance are:

c. Superior performance in university service responsibilities. This can be demonstrated by selection for major tasks in the university and the department, and by election to governing or advisory bodies by peer groups.

d. Prominence through professional activities in the discipline, which may include leadership positions in professional societies, service on professional committees, the organization and chairing of scientific conferences, consultantships to groups outside the university, editorial and refereeing positions for professional journals and as a reviewer of proposals to granting agencies and foundations, etc.

Advancement in rank is recognition for achievement rather than a routine reward for satisfactory service. The indispensable requirement for full professorship is excellence in teaching and research/scholarly activity. Promotion should reflect a positive appraisal of high professional competence and accomplishment. Promotion should indicate that the faculty member is of comparable stature with others in the discipline in a comparable situation at like institutions.

C. Procedures

Procedures for Tenure, Promotion, Advancement in Salary, Reappointment and Recruitment of Faculty are described in Sections **V.B** through **VIII.** of the Department of Chemistry and Biochemistry Faculty Personnel Policy (Approved by the Provost, November 10, 1997).

Appendix I

OPTIONS FOR EVALUATION OF TEACHING

In addition to the use of the Arts and Sciences Instructional Evaluation Form, the following options are recommended for departments to consider in evaluation of teaching:

1. Advising of Undergraduate Chemistry and Biochemistry majors;
2. Faculty self-assessment/evaluation;
3. Designing courses - quality of course syllabi (*e.g.*, educational goals and objectives), currency of required texts and other assigned reading/reference materials; designing tests, assigning grades, etc.;
4. Instructional strategies - utilization of varied classroom activities/assignments to reach different types of students (*e.g.*, laboratories, field work, film/videos, problem sets, etc.);
5. Supervising students in assignments, projects, field work, etc.;
6. Mentoring related to teaching/learning;
7. Mentoring and supervision of undergraduate students, including number of students directed and committees on which one serves, number of students completing Honors Thesis, the type of mentoring activities involved with these activities, etc.;
8. Outcome-based evaluation - students performance on measures of outcomes (exams, projects, competitive events, unsolicited alumni feedback, etc.);
9. Development of teaching materials, such as the preparation of web sites and learning centers, classroom and laboratory exercises, textbooks, workbooks, etc.;
10. Teaching context/externalities - characteristics of classroom, characteristics of students, educational resources available, popularity of course(s), popularity of time, etc.;
11. Other - teaching load, complexity of course and class preparations, initial course offerings, etc.

A particularly helpful essay on improving the evaluation of teaching is available from Dee Fink, formerly Director of OU's Instructional Development Program. The essay is entitled [Improving the Evaluation of College Teaching](#).