

ELABORATION OF CHEMISTRY PROGRAM STANDARDS FOR TEACHING FACULTY

6.1. Teaching

6.1.1. Same as College and School Standards

6.1.2. The Chemistry Program encourages faculty to recognize that there is no single effective teaching style. Faculty are encouraged to develop a teaching portfolio to demonstrate effective teaching as defined by College and School Standards, including a statement of goals and evidence towards realizing these goals including appropriate assessment mechanisms.

6.1.2.1. Thorough and current command of the subject matter, teaching techniques and methodologies current in chemistry. Syllabi, teaching portfolios and other course materials may be submitted as indicators, as well as peer evaluations of teaching.

6.1.2.2. Sound course design and delivery in all teaching assignments, including program courses at all levels, General Studies courses and Independent Studies. In most instances, faculty will be expected to contribute to one or more of the multi-section core chemistry courses, CHEM I and II, or to other chemistry service courses, e.g. Chemistry for Life Sciences. They are expected to contribute to the overall good of the course and work effectively with colleagues teaching other sections of the core courses.

6.1.2.3. The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught as described in section 6.1.2.3 of this Policy. Evidence could include syllabi, peer evaluations, student evaluations of teaching and faculty assessment of their student's learning.

6.1.2.4 Same as College and School Standards.

6.1.3. Where appropriate, additional measures of teaching excellence may be included, as per College and School policies.

6.2. Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship and/or creative activity enriches teaching and is important for sustaining excellence within the classroom, the teaching laboratory, or in the field. Such research may be conducted on campus, or off campus in conjunction with an appropriate institutional, industrial or governmental partner. In most cases faculty should actively integrate students into their scholarship, in keeping with our primary mission to mentor students.

6.2.2. Same as the College and School Standards.

6.2.3. Same as the College and School Standards.

6.2.4. Same as the College and School Standards. Clarifications of the evaluation of scholarly and creative activities are as follows.

6.2.4.1. The capacity to bring scholarly projects to completion may be demonstrated by a publication and presentation record, as well as by periodic grant reports and patent applications.

6.2.4.2. A mix of scholarly activities as appropriate to one's appointment.

6.2.4.3. Judgments of worth and significance of the candidate's scholarship may be provided by peers within the college and outside of it, as well as by professional organizations, funding agencies, industrial donors, conference organizers, and refereeing panels.

6.2.4.4. As appropriate, the impact of one's work may be documented by appropriate inclusion into the classroom or teaching laboratory, the record of citations, implementation in public or institutional policies, student involvement with research, and/or presentations and publications.

6.2.4.5. Same as the College and School Standards.

6.2.4.6. The Chemistry Program understands excellence in a variety of scholarly activities to embody the following:

6.2.4.6.1. Same as the College and School Standards.

6.2.4.6.2. Articles and other scholarly works should be published in appropriate journals. The quality of the journal, as well as its importance, may be judged by knowledgeable faculty. Additionally, college publications such as lab manuals and other teaching publications should be evaluated by internal or external peers. The quality of material submitted to or contained in government documents should be judged by the level of its pre-publication review.

6.2.4.6.3. Scholarly activity that involves students as co-authors and co-presenters is valued regardless of the venue.

6.2.4.6.4. Same as the College and School Standards.

6.2.4.6.5. Same as the College and School Standards.

6.2.4.6.6. Other forms of scholarly activities appearing in emerging media, such as online journals, websites, fora and blogs, provided the work is of sufficient quality, as evaluated by knowledgeable faculty or external evaluators.

6.2.4.6.7. Same as the College and School Standards.

6.2.4.6.8. Professional activities undertaken as a practitioner or consultant, including but not limited to serving as a peer reviewer or an external program or department reviewer, serving on editorial boards of scientific or other professional journals and publications, and conducting contract research with the appropriate evaluation by the contracting government agency or private company.

6.2.4.6.9. Same as the College and School Standards.

6.2.4.6.10. Same as the College and School Standards; in addition, funded grant applications that receive positive reviews from the external evaluators and the College faculty.

6.2.4.6.11. Same as the College and School Standards.

6.3. College and Community service.

6.3.1. The Chemistry faculty's role in contributing to the achievement of the College's mission may include participation in governance activities, such as taking on a leadership role at the Program, School, or College-wide level. These contributions may require the capacity to work collaboratively with other members of the College community, which may include activities related to alumni and the College Foundation or other agencies.

6.3.2 – 6.3.5. Same as the College and School Standards.