

6.0 ELABORATION OF **CHEMISTRY PROGRAM** STANDARDS FOR TEACHING FACULTY

6.1. Teaching

6.1.1. Same as University 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 University and School Standards, including a statement of goals and evidence towards realizing these goals including appropriate assessment mechanisms.

6.1.2.1. Same as University and School standards

6.1.2.2. Sound course design and delivery in all teaching assignments-whether program, General Studies, or Independent Studies, introductory or advanced offerings- as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning. 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 Same as University and School standards

6.1.2.4 Same as University and School Standards.

6.1.3 Same as University and School standards

6.2. Scholarly and Creative Activity

6.2.1 Same as University and School standards, including: Such research may be conducted on campus, or off campus in conjunction with appropriate institutional, industrial, or governmental partners. 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 University and School Standards.
- 6.2.3. Same as the University and School Standards.
- 6.2.4. Same as the University and School Standards. Clarifications of the evaluation of scholarly and creative activities are as follows.
 - 6.2.4.1. Same as the University and School Standards.
 - 6.2.4.2. Same as the University and School Standards.
 - 6.2.4.3. Same as the University and School Standards, including: judgements by industrial donors.
 - 6.2.4.4. Same as the University and School Standards
 - 6.2.4.5. Same as the University 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. Books, monographs, and authored chapters in an edited volume should be published by reputable academic or trade presses.
 - 6.2.4.6.2. Same as the University and School Standards, including: appropriate journals should be peer-reviewed.
 - 6.2.4.6.3. Scholarly activity involving students that is peer-reviewed is weighted more heavily, however scholarly activity with student involvement is valued regardless of the venue.
 - 6.2.4.6.4. Same as the University and School Standards.
 - 6.2.4.6.5. Same as the University and School Standards.
 - 6.2.4.6.6. Other forms of scholarly activities appearing in alternative media, such as videos, 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 University and School Standards.

6.2.4.6.8. Same as the University and School Standards

6.2.4.6.9. Same as the University and School Standards.

6.2.4.6.10. Same as the University and School Standards

6.2.4.6.11. Same as the University and School Standards.

6.3. College and Community service

6.3.1 Same as the University and School Standards, including serving as a faculty advisor for a student club or organization.

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

6.4 Part-time faculty: Expectations for part-time teaching faculty are not explicitly addressed in the University and School Standards and thus are elaborated here:

6.4.1 Teaching: Same as University and School Standards consistent with rank with the following modifications:

6.4.2.1 While the standards for teaching faculty include precepting, the Chemistry Program needs typically do not require part-time faculty to act as preceptors.

6.4.2.2. While the standards for teaching faculty include General Studies teaching, part-time faculty in the Chemistry program typically are needed to teach exclusively in Program courses due to enrollment demand.

6.4.2 Scholarship: Part-time faculty in the Chemistry Program are not expected to engage in independent research and there are minimal resources available with which they could do so. Part-time faculty should participate in professional development activities and/or collaborative research projects to meet scholarly expectation.

6.4.3 Service: Part-time faculty are expected to engage primarily in Program-level service. Additional University or community service is valued but not expected.

10.0 EXPECTATIONS FOR RANK OR LEVEL

10.1 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position III):

10.1.1 Same as University and School Standards

10.1.2 Same as University and School Standards with the following elaborations:

10.1.2.1 While the standards for teaching faculty include General Studies teaching, non-tenure-track faculty in the Chemistry program typically are needed to teach exclusively in Program courses due to enrollment demand.

10.1.2.2 Effectiveness and/or outcomes of assigned non-teaching responsibilities should be demonstrated.

10.1.3 Same as University and School Standards

10.2 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position II and I):

10.2.1 Evidence of attaining a prominent role as a chemistry educator may include participation in significant professional development activities related to chemistry teaching, assessment, diversity and inclusivity, or other related activities.

10.2.2 Same as University and School Standards

10.2.3 Same as University and School Standards

10.3 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position I):

10.3.1 Same as University and School Standards

10.3.2 Same as University and School Standards

10.3.3 Same as University and School Standards

10.4 Tenure-eligible Instructors: Same as University and School Standards

10.5 Assistant Professors: Same as University and School Standards

10.6 Associate Professors: Same as University and School Standards

10.7 Professors:

10.7.1 Same as University and School Standards

10.7.2 Same as University and School Standards. A record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant will be documented with:

10.7.2.1 Evidence of ongoing original research with students

10.7.2.2 Publication of results in peer-reviewed venues and/or a successful grant application. Examples of the former include but are not limited to publication in research-based journals, pedagogy-based journals, or authoring a book or book chapter/s. All scholarly work of this type requires evidence of the quality of the peer-review process.

10.7.2.3 Examples of the impact of scholarly work may include but are not limited to the feedback of external reviewers, testimonials from former students, publications in the popular press, and/or a high level of citation of peer-reviewed works.

10.7.3 Same as University and School Standards