

Faculty Performance Expectations CHEMISTRY

Professional faculty members will be measured against the expectations listed under teaching and service (see section 5.224 and 5.226). Professorial faculty members will be measured against the expectations listed under teaching, scholarship and service (see sections 5.224-5.226).

All faculty members should be making progress toward performing at the preferred level in each of the areas applicable to their appointment. The acceptable level describes the minimum performance expected for continued employment. Note: unacceptable performance is defined as below an acceptable level and may require a plan for correction (see 5.370).

The preferred level describes the average or typical performance level for a faculty member making good progress toward final promotion. The exceptional level would characterize and recognize faculty who demonstrated significant achievements, well beyond the preferred level.

All faculty members must have the educational background required and have completed the required years in rank prior to the effective date of promotion or the required years of service prior to the date of awarding of tenure or a three-year extendable appointment (see section 5.223).

In addition, the faculty member's performance portfolio must be reviewed and demonstrate that there are sufficient contributions in each of the areas appropriate to the faculty member's appointment. Faculty must meet or exceed the acceptable performance level in each area applicable to their appointment. The number of areas required to exceed the acceptable level gradually increases (see table below) until all areas must be at the preferred level for final promotion (Senior Instructor 2 or Full Professor). Note: exceptional performance is not expected, nor required for promotion to any rank, however faculty members may elect to replace preferred performance in two areas with acceptable performance in one area and exceptional performance in the other.

Minimum Promotion and Tenure Performance Requirements

	Min Acceptable	Min Preferred	Min Exceptional
SR Instructor 1 (3 year extendable appt.)	1	1	
SR Instructor 2	1	2 — OR —	1
Associate	2	1	
Tenure	1	2 — OR —	
Professor	2	3 — OR —	1
	1	1	1

In reviewing the characteristics at each level, no faculty member will exactly fit the description in any one column. The evaluation goal is to identify the column that best describes an individual faculty member's performance in this area.

Teaching Performance Levels

Acceptable	Preferred	Exceptional
<p>Student evaluations</p> <ul style="list-style-type: none"> • Rate instructor’s teaching effectiveness “very good” or higher (see section 5.260) <p>Classroom Instruction</p> <ul style="list-style-type: none"> • Evidence of a commitment to improve instruction, such as <ul style="list-style-type: none"> ○ Professional development activities that impacted instruction ○ Work with colleagues that impacted instruction ○ Experimenting with new teaching strategies • Evidence of effective practices, such as <ul style="list-style-type: none"> ○ Reflection and self-improvement ○ Engaging teaching methods ○ Providing meaningful classroom experiences <p>Curricular Development</p> <ul style="list-style-type: none"> • Integrates courses into departmental programs, such as <ul style="list-style-type: none"> ○ Effectively prepares students for subsequent courses ○ Effectively builds on students’ prior learning ○ Effectively addresses departmental learning outcomes <p>Departmental Needs</p> <ul style="list-style-type: none"> • Cooperates with program faculty in meeting departmental loading needs <p>Professional Development</p> <ul style="list-style-type: none"> • Participates in conferences, workshops, or other organized forums as well as self-study with a focus on new course content, current instructional practices, emerging technology, and other instructional tools 	<p>Student evaluations</p> <ul style="list-style-type: none"> • Rate instructor’s teaching effectiveness at or near “outstanding” (see section 5.260) <p>Classroom Instruction</p> <ul style="list-style-type: none"> • Evidence of a commitment to improve instruction (see acceptable column) • Beyond evidence of effective practices (see acceptable column), also shares successful and/or innovative practices with colleagues <p>Curricular Development</p> <ul style="list-style-type: none"> • Beyond integrating courses into departmental programs (see acceptable column), also is an effective partner in curricular and program design and delivery <p>Departmental Needs (see acceptable column)</p> <p>Mentoring</p> <ul style="list-style-type: none"> • Actively involved in some student mentoring activities <ul style="list-style-type: none"> ○ Capstones ○ Practica ○ Supervising student mentors <p>Professional Development (see acceptable column)</p>	<p>Student evaluations</p> <ul style="list-style-type: none"> • Rate the instructor’s teaching effectiveness well into the “outstanding” category (see section 5.260) <p>Classroom Instruction</p> <ul style="list-style-type: none"> • Evidence of a commitment to improve instruction (see acceptable column) • Recognized by colleagues as a highly skilled and knowledgeable instructor • Models excellent teaching • Demonstrates attention and responsiveness to student needs <p>Curricular Development (see preferred column)</p> <p>Departmental Needs (see acceptable column)</p> <p>Mentoring</p> <ul style="list-style-type: none"> • Significant student mentoring activities (either in quantity or quality of work with students) • Mentors colleagues to develop their instructional abilities (assessment, curricular design, effective delivery, etc.) <p>Professional Development (see acceptable column)</p>

Service Performance Levels

Acceptable	Preferred	Exceptional
<p>Departmental Service</p> <ul style="list-style-type: none"> • Active participant in departmental work: <ul style="list-style-type: none"> ○ Advising students in departmental programs; writing letters of recommendation; assisting at preview days, registration and orientation activities; and other advising related activities ○ Effective contributor on his/her fair share of departmental committees ○ Effectively carrying out his/her fair share of individual departmental tasks <p>University/Professional Service</p> <ul style="list-style-type: none"> • Some activity beyond department or program (e.g. serve on active University committee most years under review). Active service in professional organization or capacity may substitute for a University committee. 	<p>Departmental Service (see acceptable column)</p> <p>University/Professional Service</p> <ul style="list-style-type: none"> • University service on active committees (at least one committee every year under review, more if committee(s) is not very active). Active service in professional organization or capacity may substitute for a University committee. • Effective partner in accomplishing assignments <p>Leadership</p> <ul style="list-style-type: none"> • Some documentable accomplishment in a leadership role at the departmental, institutional or professional level during period under review (department chair, program coordinator, faculty program director, chair active committee, lead taskforce, significant individual task, etc.) 	<p>Departmental Service (see acceptable column)</p> <p>University/Professional Service (see preferred column)</p> <p>Leadership</p> <ul style="list-style-type: none"> • Recognized as a faculty leader on campus • Served in multiple leadership roles • Significant accomplishments at the institutional level as a faculty leader (either multiple committees or taskforces, as a program director, as a department chair, or other significant leadership responsibilities resulting in multiple documentable achievements that furthered the institutional mission)

Scholarship Performance Levels – Chemistry

Acceptable	Preferred	Exceptional
<p>Originality</p> <ul style="list-style-type: none"> • Each scholarly achievement cited included some original content from this faculty member • A combination of at least three scholarly achievements and/or activities were cited <p>Meaningfulness</p> <ul style="list-style-type: none"> • Must include at least one publication (or submission in press) • May include one or more presentations • May include grant application(s), even if not funded • May include undergraduate research/capstone projects <p>Review</p> <ul style="list-style-type: none"> • All scholarly achievements passed at least a conference program committee review process <p>Dissemination</p> <ul style="list-style-type: none"> • Three scholarly achievements and/or activities cited received at least regional dissemination <p>Professional Development</p> <ul style="list-style-type: none"> • Attended workshop/conference • Engaged in self-study, learned new technology, tools, or research methods 	<p>Originality</p> <ul style="list-style-type: none"> • Each scholarly achievement cited included some original content from this faculty member, some of which included significant original content <ul style="list-style-type: none"> ○ at least one publication in a well-regarded, peer-reviewed venue was cited • A combination of at least four scholarly achievements and/or activities were cited <p>Meaningfulness</p> <ul style="list-style-type: none"> • Must include at least one publication in a well-regarded, peer-reviewed journal or two publications • May include one or more presentations • May include grant award(s) <p>Review</p> <ul style="list-style-type: none"> • A minimum of one scholarly achievement passed a peer-review process <p>Dissemination</p> <ul style="list-style-type: none"> • At least one scholarly achievement cited was nationally disseminated <p>Professional Development (see acceptable column)</p> <ul style="list-style-type: none"> • Incorporated research from workshop/conference • Initiated a research collaboration with an internal entity 	<p>Originality</p> <ul style="list-style-type: none"> • The quantity and/or quality of scholarly achievements cited were beyond preferred level with significant original content from this faculty member, some as lead author or presenter <p>Examples:</p> <ul style="list-style-type: none"> ○ at least two publications in a well-regarded, peer-reviewed journal were cited ○ a single publication in a highly-regarded, peer-reviewed journal was cited ○ scholarly activity resulted in invitations to speak at conferences, teach workshops, or participate in other similar activities • A combination of at least five scholarly achievements and/or activities were cited <p>Meaningfulness</p> <ul style="list-style-type: none"> • Recognized for substantive contribution to the field <p>Examples:</p> <ul style="list-style-type: none"> ○ Significant highly-regarded, peer-reviewed publication ○ Invited speaker at conference ○ Consultant for external entity ○ External research/instrumentation grant award(s) • See examples listed under originality regarding quantity and/or quality of scholarly achievements cited <p>Review</p> <ul style="list-style-type: none"> • Most scholarly achievements passed a moderately competitive review process, including at least one formally refereed article that underwent a highly competitive review process <p>Dissemination</p> <ul style="list-style-type: none"> • At least three scholarly achievements were nationally disseminated <p>Professional Development (see acceptable column)</p> <ul style="list-style-type: none"> • Disseminated research that resulted from workshop/conference attendance • Developed a research collaboration at workshop/conference or initiated a research collaboration with an external entity

Scholarly achievements in the Chemistry Program include, but are not limited to:

- Publication or submission of original research in refereed journals and conference proceedings; integrative work such as books, book chapters, monographs and textbooks; or instructional material
- Presentations of original research, integrative work, or instructional material at professional meetings
- Grant applications
- Patents and patent applications
- Note: Student co-authors are highly favored in the Chemistry Program

The Chemistry Program also recognizes that not all scholarly activities culminate in scholarly achievements such as those listed above, but are nonetheless key components of a faculty member's scholarship portfolio. These scholarly activities include, but are not limited to:

- Undergraduate research projects
- Student presentations
- Consultant
- Reviewer (grant applications, reports, publications as described above, external promotions)
- Organizer/facilitator (workshops and conference sessions)
- Conducting and disseminating contracted or directed research

The following lists are intended to guide chemistry faculty in evaluating potential venues. They are to serve as representative, not comprehensive, lists:

The **determination of regional/multi-state versus national** dissemination is based on the breadth of audience reached. In some cases, multiple regional activities may be equivalent to or result in a national reach. Examples of conference presentation venues are given below.

Regional/Multi-State Venues	National Venues
<i>Southern Oregon Arts and Research (SOAR)</i> <i>Oregon Academy of Science (OAS)</i> <i>Regional American Chemical Society (ACS) meetings</i> <i>Regional American Association for the Advancement of Science (AAAS) meetings</i> <i>Northwest Association of Forensic Scientists (NWAFFS)</i>	<i>Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy (Pittcon)</i> <i>SciX (Federation of Analytical Chemistry and Spectroscopy Societies, FACSS)</i> <i>National ACS meetings</i> <i>National AAAS meetings</i> <i>Biennial Conference on Chemical Education (BCCE)</i>

Noted below are a few examples of well-regarded, non-peer-reviewed; well-regarded, peer-reviewed; and highly-regarded, peer-reviewed publication venues.

Well-regarded, Non-peer-reviewed Publications	Well-regarded, Peer-reviewed Publications	Highly-regarded, Peer-reviewed Publications
<i>Magazine articles</i> <i>Newspaper articles</i>	<i>Journal of Undergraduate Chemistry Research</i> <i>Peer-reviewed association newsletters (e.g. American Society of Trace Evidence Examiners (ASTEE) and NWAFFS)</i>	<i>Chemical Educator</i> <i>American Chemical Society (ACS) Journals</i> <i>American Physical Society (APS) Journals</i> <i>Other flagship publications of major organizations (e.g. Applied Spectroscopy and Journal of Forensic Science)</i>