

## MEMORANDUM

**Date:** February 8, 2007  
**To:** Dr. Lynette Olson, Dean, College of Arts and Sciences  
**From:** C. Blatchley, **Departments of Chemistry and Physics**  
**RE:** Department Criteria for Promotion and Tenure

Enclosed for your review, and for that of Dr. Scott, are the Departmental criteria for promotion and tenure developed and approved by the Departments of Chemistry and Physics in accordance with the PSU/KNEA Agreement XI (Tenure) and XII (Promotion). Since the approved drafts for these two departments were essentially identical, we have combined them into a single document, which should replace the previous versions, the last of which has been in place since 2000.

cc: Dr. Robert Pavlis  
Dr. Peter Hamlet  
Dr. Khamis Siam  
Dr. William Shirley  
Dr. Dilip Paul  
Dr. James McAfee  
Dr. David Kuehn  
Dr. Tom Shoberg  
Dr. Serif Uran  
Dr. Rebecca Butler

**Criteria for Tenure and Promotion  
Departments of Chemistry and Physics  
February 8, 2007**

**TENURE**

To be recommended for tenure by the Department, the eligible faculty member shall meet the general requirements listed in the contractual Agreement between PSU/KNEA and PSU and as further defined by the criteria listed below of the kinds of activities expected of candidates for tenure or with any special conditions listed in the letter of appointment. In general, tenure is awarded for teaching effectiveness, significant scholarship, service contributions, and the establishment of a high degree of confidence that this performance will be continued and enhanced.

To receive a positive recommendation for tenure, candidates must provide documentation of accomplishments in the categories of **Teaching, Scholarly Activity, and Service** that are, in the professional judgments of the evaluators, of such recognizable merit as to justify the status and commitment of a continuing appointment. Furthermore, "It is the responsibility of the individual faculty member to engage in those activities that will eventually result in the awarding of tenure. It is the responsibility of the Department Chairpersons to counsel and guide the faculty member into activities that will increase the probability of tenure being granted." (Agreement XI-B-2)

Listed below are specific examples of the kinds of activities that are expected of candidates for tenure.

**PROMOTION**

Core requirements for promotion are also listed in the Agreement, which calls for an appropriate terminal degree plus demonstrated excellence in at least one of three following areas: **Teaching, Scholarship, and Service**. In addition, professional accomplishments must be demonstrated in each of the other two areas. Additional Department specifications are listed below. As with tenure, "It is the responsibility of the individual faculty member to engage in those activities that will eventually result in promotion to the next higher academic rank." (Agreement XII-C)

To be recommended for promotion by the Department, the eligible faculty member shall

- (1) meet general requirements in the Agreement as further defined by the criteria listed below;
- (2) have received annual performance appraisal evaluations of at least "Meritorious" for the preceding two years for promotion to Associate Professor, or three years for promotion to Full Professor; and
- (3) have demonstrated professional growth and a willingness to cooperate with other members of the Department to maintain its viability and academic integrity.

"All actions by any promotion committee, Department Chairperson, Dean or Vice President shall be communicated to the candidate prior to the next level of review. Candidates may provide responses to

recommendations made by faculty promotion committees, Chairpersons, Deans, and/or the Vice President for Academic Affairs prior to the forwarding of the dossier to the President."  
(Agreement XII-G, para. 1)

"The promotion dossier shall be reviewed by the Department Promotion Committee, who shall review and discuss the dossier and vote on the candidate, recording the vote in the place provided on the dossier cover sheet. The Department Promotion Committee shall prepare for inclusion in the dossier of each candidate a statement supporting their recommendation. ... All dossiers containing the Departmental and the Chairperson's recommendation shall be sent forward to the Dean of the relevant College, except when the promotion [candidacy] is withdrawn by the candidate."  
(Agreement XII-G, para. 2)

## **SPECIFICATIONS FOR TEACHING**

"Teaching refers to the broad area of student/faculty interaction for educational purposes. Generally, a faculty member who excels in teaching is a person who guides and inspires students, maintains scholarship through sustaining breadth and depth of knowledge, contributes to understanding of subject matter, and facilitates the learning of students. A teacher should be able to demonstrate breadth of teaching competence in the content area, graduate committee memberships, theses and special investigations directed, honors courses taught, contributions to course and curriculum development, use and preparation of instructional media (textbooks, laboratory manuals, computer programs, class projects, cases, video-tape, film, slides, transparencies, individual instructional modules, models and mock-ups, etc.), experimental instructional methods and techniques, attendance at institutes and other programs relevant to instruction and evidence of impact on students (student evaluations, pre and post-testing results, state board results, certification examination results, job placement, graduate school admissions, GRE, etc.)." (Agreement XII-A-1).

"Teaching has four components: **(1) academic program planning and development, (2) instruction, (3) evaluation, and (4) student academic advisement.**"  
(Agreement XXVIII Appendix A-A-1)

Specific elements to be considered for evaluating performance in teaching may include, but are not necessarily limited to the following, most of which are also listed in more general form in the *Core of Academe* (Agreement XXVIII Appendix A):

### **(1) Program planning and development**

- (a) Integration of current scholarly activities into instructional content
- (b) New course development incorporating instructional media
- (c) Attendance at conferences and meetings relevant to teaching in the chosen discipline
- (d) Contributions to committees on curriculum, standards, advisement, etc.
- (e) Participation in academic governance of the academic unit to which one has been assigned

- (f) Development of both library and other learning resources relevant to content area
- (g) Designs curriculum to maintain commonly accepted levels of rigor for the subject matter
- (h) Research, presentations, or publications on pedagogy of regional or national significance
- (i) Periodic improvements of textbooks, syllabi, evaluation instruments, and instructional media
- (j) Consultation with students or colleagues concerning learning difficulties and programs specific to assigned subject matter
- (k) Observes academic regulations as legislated by the Faculty Senate

## **(2) Instruction**

- (a) Evidence of student achievement (awards, presentations, etc.)
- (b) Experimentation with instructional methods and techniques
- (c) Membership on graduate student committees, directing theses and investigations
- (d) Volunteers to teach honors, Writing-to-Learn, or other courses with special demands
- (e) Provides for individualized instruction when required
- (f) Makes primary sources available to students
- (g) Sponsors field trips, outside resource instructors, and student research projects;
- (h) Course load, including new preparations, graduate courses, class size, assistance, etc.
- (i) Reports of student perceptions of teaching effectiveness (e.g. SPTE surveys, which are required in Annual Performance Reports for pre-tenure faculty)
- (j) Special training or experience in instruction

## **(3) Evaluation**

- (a) Maintains academic integrity and the academic standards of the institution
- (b) Provides students with relevant objectives, references, topics to be covered, and criteria for at least satisfactory performance
- (c) Provides for student evaluation of the course/instructor and uses results of such evaluation to revise course and methods of instruction

(d) Unusual efforts to assess and continually improve teaching

#### **(4) Academic advisement**

Reports of effective advisement (e.g., Departmental or Student Services surveys)

### **SPECIFICATIONS FOR SCHOLARSHIP**

"A member of the faculty who excels in the field of research, scholarship, and/or creative endeavor conducts creative work appropriate to the area of specialization and disseminates such creative work to other colleagues on the Pittsburg State University campus, as well as on other campuses. Persons whose primary strength is in the field of scholarly activity may find that such activity manifests itself as much in the work of students as through their own direct efforts. Criteria in this category will consist of demonstrable activity in such areas as publications (papers, monographs, textbooks, book reviews, abstracts, etc.); production, exhibition, or performances of creative works; lectures, papers, speeches presented at meetings or other educational institutions; attendance at institutes, short courses, or seminars related to the faculty member's discipline; grants and awards received; evidence of national or international recognition; and current research, scholarly activity, and/or creative endeavor projects in progress. The emphasis in this category is in the presentation of data that will substantiate the continuing scholarship of the faculty member in a particular discipline." (Agreement XII-A-2)

"While Pittsburg State University is committed to the idea of being a "teaching institution," that concept cannot be fulfilled apart from a similar commitment to scholarly activity. Scholarly activity has three components: research, scholarship, and creative endeavor, whose principal foci are oriented toward the academic program of the University and are carried out by individual faculty.

"These activities are vital to the University and to its academic program, and have an impact on the student as a learner. They are a very real part of the instructional process. As a student progresses through undergraduate studies, the student is constantly moving toward more and more independent learning and learns that research and creative endeavor are necessary elements in the learning process. Students must have models of ongoing scholarly activity in which they can see the possibilities for their own creative talents. Faculty engaged in scholarly activity provide those models. In this sense, scholarly activity is an integral part of teaching.

"Research, creative endeavor, and scholarship are also intimately involved in the professional development of individual faculty members. Through the process of sharing the outcomes of professional efforts with colleagues both on and off the campus, validation of progress in developing as a scholar in a discipline is received. Reviewing and critiquing the work of others provides opportunities for faculty to test ideas and concepts developed in their own work. Often sharing scholarly activity with colleagues on the campus functions as a stimulus to fellow faculty. Since professional development is a lifelong task, sustained effort in this area of involvement is needed." (Agreement XXVIII-B)

Thus, both tenure and promotion require a significant continuing record of quality individual intellectual contributions. Co-authorship does not preclude the demonstration of individual capacity. Although extent and quality of an individual's contribution to published research may be suggested by the reputation of the medium and the order and number of co-authors, each published paper must be evaluated on an individual basis. Specific indications for evaluation of scholarly activities include but are not limited to the following, many of which are specified in the *Core of Academe*:

## **1. Research**

- (a) Publication in peer-reviewed journals, monographs, scholarly books, or chapters therein
- (b) Invited papers, speeches, or presentations at colleges, universities, regional or national meetings
- (c) Publication in proceedings from scholarly meetings, working papers, panel discussions, or presentations
- (d) Award of grants from outside agencies and paid consulting activities likely to result in publication
- (e) Patents awarded in the relevant field
- (f) Work in progress requiring lengthy time periods for maturity and publication
- (g) Not reviewed scholarly products which extend the frontiers of knowledge
- (h) Submission of grant proposals to outside sponsoring agencies
- (i) National or international recognition for contributions to a particular field of study, indicated by requests for reprints, paper reading invitations, and citations of research
- (j) Participation in institutes, short courses, seminars, and workshops related to the faculty member's discipline;
- (k) Membership in professional societies relevant to a specific discipline, e.g. American Chemical Society, American Physical Society, American Geophysical Union, etc.

## **2. Scholarship**

- (a) Published instructional materials, software, or course designs
- (b) Submission of products of scholarship to colleagues for evaluation and critique;
- (c) Book reviews other than introductory texts or outside the primary area of expertise
- (d) Copyrights on published writings or software

(e) Edits papers for journal publication, reviews grant proposals for award, chapters for books or other supervisory scholarship

(f) Other evidence of personal study following a growth plan to enhance professional competency

## **SPECIFICATIONS FOR SERVICE**

"A faculty member whose contribution to the University is in the field of service should be productive in any one or a combination of the following: institutional service or professional service [or community service]. The service must be performed because of competencies relevant to the faculty member's role at the University. Service provided through a vocational interest or associated with special talents not related to University appointment would not be considered. Excellence may be achieved by displaying leadership concerning academic and other University affairs, through counseling and advising of students in academic matters and personal problems. Faculty members may participate broadly in continuing education programs by teaching in non-credit courses or planning and leading workshops, seminars, and discussion groups. Outstanding public service contributions may be made by helping to implement regional community service and other types of field services. A significant contribution may be as an officer of a professional, technical, or scholarly society at the state or national level. The faculty member may also be highly regarded as a consultant to government and industry on technical matters. In all service categories, evidence must be presented to substantiate the quality and quantity of the service provided." (Agreement XII-A-3)

"Pittsburg State University strives, through its faculty and staff, to provide excellent teaching, quality scholarship, and meaningful service. Service activities have the potential to make positive contributions to both scholarly activity and teaching and have been a traditional part of all academic communities. This service manifests itself in three areas: **institutional service, professional service, and service to the community**. It is recognized that faculty members possess talents and interests in a variety of fields and are capable of rendering service in areas quite unrelated to their discipline, as well as those that are very closely related. Although they should not be discouraged from providing service in any field in which they have an interest, it should be understood that faculty activities are, as a general rule, considered to be valid university service only when they are performed using competencies relevant to the faculty member's role and/or area of specialization at the University." (Agreement XXVIII-C)

### **1. Institutional service**

"Institutional service consists of serving on departmental, school, and University standing and ad-hoc committees. In addition, teaching in continuing education credit and non-credit programs both on and off campus are also considered in the service category as are activities associated with completing special studies and projects for the University..." (Agreement XXVIII-C-1)

Thus, contributions to institutional service may specifically include, but are not limited to:

- (a) Departments of Chemistry or Physics, College of Arts and Sciences, and University committee assignments
- (b) Program and curricular development crossing disciplinary lines
- (c) Generation of funds from non-research activities, phonathons, mailings, etc.
- (d). Administrative projects relating to both academic and support services
- (e) Conducts institutional studies
- (f) Officer of University organization, e.g. PSU Faculty Senate, KNEA, etc.
- (g) Sponsoring or advising student organizations

## **2. Professional service**

"Professional service consists of serving in some official capacity (officer, committee member, discussant, reviewer, session chairperson, editor, etc.) the needs of a professional society or organization related to some degree to the discipline area of expertise of the faculty member. Professional service should also be acknowledged for establishing consulting relationships with government, business, or industry whether that service receives compensation or not. The key here is that the faculty member is recognized as having an expertise that has been sought after. If the service performed is considered as an integral part of the faculty member's assignment (such as "on loan," exchange, or various released time arrangements), then it should also be evaluated in the most relevant category..." (Agreement XXVIII-C-2)

Therefore, contributions to professional organizations may include, but are not limited to:

- (a) Professional society (e.g. ACS, APS, IEEE, ASMaS, Kansas Assoc. of Teachers of Science, KAS, AAAS, etc.) offices held
- (b) Committee assignments
- (c) Presentations, newsletters, conferences organized, consulting, etc.

## **3. Community service**

"Community service literally includes that remainder of the myriad of activities that faculty perform for the local and regional community in which they live that are related to University expertise or affiliation. Serving on various city, county, state, and regional (or federal) committees in a wide variety of capacities are categorized in this particular area. Non-governmental and not-for-profit agencies and organizations are also included here. It must be remembered that the categorization of



service activities in many cases will be arbitrary and the degree of accuracy with which one categorizes service is not precise..." (Agreement XXVIII-C-3)

Community service activities therefore may include, but are not limited to:

- (a) Government or civic offices held, appointed assistantships, or boards of directors
- (b) Committee assignments within governing boards, councils, or civic organizations
- (c) Consulting to community, government, or public service organizations
- (d) Consulting to business and industry in applications of faculty member's expertise
- (e) Participation in non-credit continuing education programs
- (f) Planning and leading non-credit workshops, institutes, discussion groups

This document, Department Criteria for Promotion and Tenure, developed as the departmentally specific guidelines for successful application for promotion or tenure and adopted jointly by the tenured faculty of the Departments of Chemistry and Physics on February 5, 2007, is approved.

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Charles C. Blatchley  
Chair, Departments of Chemistry and Physics

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Date

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Lynette J. Olson  
Dean, College of Arts and Sciences

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Date

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Steven A. Scott  
Vice President for Academic Affairs

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Date