

COLUMBUS STATE UNIVERSITY DEPARTMENT OF CHEMISTRY STANDARDS OF EXCELLENCE

This document narrates the “Standards of Excellence” in the areas of teaching, research and service. The Standards of Excellence (SOE) for the department of Chemistry have been nominated by the tenured faculty of the department of chemistry following the procedure outlined in the University Handbook: “The “Standards of Excellence” communicate the department's expectations of faculty as relevant to annual performance reviews, pre-tenure review, tenure, promotion, and post-tenure review. These standards are consistent with institutional policies published in the CSU Statutes and the CSU Faculty Handbook. A majority vote of the tenured faculty in the department nominates department standards and changes in the standards the department wishes to establish. The department chair, dean, and provost must approve nominated standards and changes to the standards before they take effect. The evidences for the standards of excellence in the areas of teaching, research and service are classified in the three rating scales of unsatisfactory, satisfactory, exceeds expectation. Each type of evidence will be evaluated cumulatively over a five-year period. This document will be effective starting with the 2023 calendar year.

ANNUAL EVALUATION

As required by [Board of Regents policy](#), the department evaluates the performance of each faculty member annually. Evaluations take place before March 31 and cover the performance of responsibilities from the previous calendar year.

Faculty members are responsible for documenting their specific accomplishments, and the quality and significance of those accomplishments, in a portfolio submitted to the department chair by February 15 of each year. The department chair reviews accomplishments against the objectives established and approved by the faculty member and the department chair in the previous year's annual review meeting. Following review of the previous year's performance, the faculty member, in consultation with the department chair, will establish goals to serve as the basis for the following year's annual review.

In the annual review process, the department chair will evaluate each faculty member's performance as satisfactory performance, unsatisfactory performance, and exceeds expectation performance.

The document [Annual Evaluation Process, Areas of Review, and Ratings Criteria](#) establishes the basic procedure for annual review at CSU. In brief, the annual evaluation involves the creation of a portfolio by the faculty member under review, a scheduled meeting in the spring with the faculty member's department chair, a written response from the department chair as to the faculty member's performance in the three areas of review—teaching, research, and service—and the faculty member's signature on a statement indicating acknowledgement of the evaluation. The

document outlines specific contents required in the portfolio, including teaching evaluations, sample syllabi and other course documents, and self-evaluation narratives written by the faculty member.

TEACHING

The evidence of *unsatisfactory* performance will include all of the following:

- Course preparation: Insufficient instruction and course preparations not adequate as per syllabus
- Student Evaluation: Documentation is insufficient or the instructor is generally receiving inadequate student evaluations (less than 3 out of 5.0). Faculty receiving multiple complaint notices regarding teaching that are substantiated.
- Pedagogy: No documentation of use or attempted use of the appropriate/effective teaching methods.
- Advising: Students are not advised based on track/degree works or faculty not using EAB to document advising.
- Faculty development activities: Lack of participation in faculty development related to content and/or pedagogy.
- Office hours: <6 hr/week

The evidence of *satisfactory* performance will include any *four* of the following:

- Student Evaluation: Documentation that the instructor is generally receiving fair student evaluations (3.0 - 4.0 out of 5.0) while maintaining appropriately high student expectations.
- Peer Evaluation: Obtaining written feedback recorded on the department's approved Peer Evaluation Form addressing one's teaching each year, based on peer observations of teaching.
- Course preparation: Documentation of multiple course preparations, where multiple sections are not counted as individual courses.
- Pedagogy: A documented commitment to updating courses as necessary, regular review of teaching materials and instructional techniques, efforts to assess and document student learning in courses, or provision of experiential learning opportunities. The pedagogy is clear, consistent, and reflected in the course evaluations.
- Faculty puts forth obvious effort into appropriately advising students and documents efforts in EAB.
- Mentoring: Mentoring undergraduate chemistry majors, which need to be registered in the course CHEM 4899 or Senior Seminar courses. In accordance, the students will submit a final written report or presentation at a local, regional, or national conference.
- Faculty Development: Evidence that the faculty member is taking appropriate steps to remain current in areas related to assigned instructional responsibilities by attending one

workshop/conference on teaching within or outside of CSU and participates in discussions as they relate to chemistry.

- Office hours: 6 hr/week

The evidence of *exceeds expectation* performance in teaching will include in any *four* of the following:

- Course preparation: Development of a new course and teaching it within the same academic year and/or the adoption of a new delivery method and using it in the same academic year, development of one of the following teaching materials; laboratory manual, solution manual, worksheets, computer-based teaching material, handout, and use of technology.
- Student evaluation: Receiving and documenting positive student evaluations (≥ 4.0 out of 5.0) in the courses taught in each year while maintaining appropriately high student expectations.
- Advising: Students are advised based on track/degree works and the faculty member meets with all advisees frequently/periodically and takes appropriate steps to help the student progress effectively towards graduation. All data is entered into EAB records.
- Peer evaluation: Excellent peer evaluation and effectively using peer feedback from two or more peers as a means for improving teaching and learning, and the feedback must indicate that the faculty member is exceptional in their delivery and conducting their class.
- Pedagogy: Documented implementation of high-impact instructional practices (HIPs) and documented evidence of student learning in courses.
- Mentoring: Mentoring undergraduate or graduate chemistry majors for their honors thesis or master's thesis.
- Faculty development activities: Evidence in this area include publishing at least one article in a peer-reviewed teaching journal on a content topic/ development of experiments/research article on chemical education/attends a seminar/workshop on teaching chemistry in regional or national meetings. This may also include attending workshops or training in content areas or new pedagogy and reporting back to the department to implement change in instruction in the department or presenting seminars/workshops related to teaching and curriculum development, selected as a finalist or received a teaching award or receive a faculty development grant to improve teaching instruction and curriculum development.

RESEARCH AND CREATIVE ACTIVITY

The evidence of *unsatisfactory* performance will include all of the following:

- No submission of presentations or manuscripts in peer-reviewed science journals
- No submission of internal or external grants;

- No research activities.

The evidence of *satisfactory* performance will include any *two* of the following:

- Presentation of research to the chemistry faculty on a research topic in chemistry.
- Paper presentation: At least one paper presented at a local or regional or national or international conference.
- Participation: Attended at least one local or regional or national or international conferences.
- Manuscripts: submitted a manuscript to a peer-reviewed science journal.
- Invited research presentations: Presented an invited research paper in a conference.
- External grant: Submitted an external grant proposal.
- Internal grant: Received an internal grant related to research.

The evidence of *exceed expectation* performance will include any *one* of the following:

- The publication of at least one manuscript in a peer-reviewed science journal.
- Receipt of an external grant.
- Recipient of a research award.
- Publish a book or a chapter in a book related to a topic in chemistry or science.

SERVICE TO THE INSTITUTION, PROFESSION AND COMMUNITY

The evidence of *unsatisfactory* performance will include all of the following:

- Institutional Service: Lack of participation or documentation (i.e. active member) in and contribution to department, College, and/or University affairs through committee assignments.
- Professional/Community Service: Lack of participation with active contributing memberships in area organizations; or participating in outreach programs (e.g. Science Fair, Science Olympiad, and National Chemistry Week... etc.)

The evidence of *satisfactory* performance will include any *two* of the following:

- Institutional Service: Regular participation on department or College or University committees with appropriate/adequate documentation.
- Professional Service: A reviewer, discussant, or chair in a national, regional, or local conference; reviewing a manuscript for a journal or book publisher; or serving as a committee member in a local conference or professional organization, such as the American Chemical Society or Georgia Academy of Sciences.
- Community Service: Participation in outreach programs (e.g. Science Fair or Science Olympiad or National Chemistry Week).

The evidence of *exceeds expectation* performance will include any *one* of the following areas:

- Institutional Service: Leadership role (i.e. chair or co-chair) in department or college, or university search committee, or chair of COLS, or Senate, or Institutional committee; or leadership role in recruitment/ retention/graduation and placement of chemistry majors in the undergraduate and or graduate programs; or contribution/assistance in outreach efforts at the Departmental, College or University level, or serving as a faculty adviser for a CSU student society/club; or program director of a study abroad chemistry program.
- Professional Service: Holding leadership role in international, national, regional, or local professional organizations or editing a conference proceeding; or serving as a member of an editorial board; selected as a finalist or received a service award; or service as a reviewer, discussant, or board member; or a committee chair member in a national, regional, or local conference or professional organization, such as the American Chemical Society or Georgia Academy of Sciences. Reviewing a manuscript for a journal, book publisher or proposals for funding agency (e.g. National Science Foundation, National Institutes of Health...etc).
- Community Service: Committee membership or chairperson of a community level organization or board of directors or equivalent; consulting (both with and without remuneration); or Director of Regional Science Olympiad; or Coordinator/event supervisor of at least one outreach program (e.g. Science Olympiad, Science Fair, National Chemistry week, outreach to local schools, fundraising).

TENURE

A faculty member's cumulative performance in support of university, college, and departmental missions in the areas of teaching, scholarship, and professional service determines the outcome of the application for tenure. The awarding of tenure represents a highly important decision through which the department, college, and university incur major commitments to the individual faculty member. While the criteria for promotion and tenure are similar, tenure decisions place greater emphasis on the faculty member's potential to meet future performance expectations, promotion decisions on the candidate's performance to date. Tenure requires performance to exceed expectations in Teaching and in the areas of Research or Service. An additional requirement for tenure includes at least one publication in a peer-reviewed scientific journal in chemistry. Below is the text describing the Department of Chemistry Standards of Excellence for Tenure.

TEACHING

The evidence of *unsatisfactory* performance will include all of the following:

- Course preparation: Insufficient instruction and course preparations not adequate as per syllabus
- Student Evaluation: Receiving inadequate student evaluations (less than 3.0 out of 5.0) and multiple complaint notices regarding teaching that are substantiated and supported by documentation.
- Pedagogy: Instructor does not use or attempt to use the appropriate/effective teaching methods.
- Advising: Students are not advised based on track/degree works or faculty not using EAB to document advising.
- Faculty development activities: Lack of participation in faculty development related to content and/or pedagogy.
- Office hours: <6 hr/week

The evidence of *satisfactory* performance will include **four** of the following:

- Student Evaluation: Documentation that the instructor is generally receiving fair student evaluations (3.0 - 4.0 out of 5.0) while maintaining appropriately high student expectations.
- Peer Evaluation: Obtaining written feedback recorded on the department's approved Peer Evaluation Form addressing one's teaching each year, based on peer observations of teaching.
- Course preparation: Documentation of multiple course preparations, where multiple sections are not counted as individual courses.
- Pedagogy: A documented commitment to updating courses as necessary, regular review of teaching materials and instructional techniques, efforts to assess and document student learning in courses, or provision of experiential learning opportunities. The pedagogy is clear, consistent, and reflected in the course evaluations.
- Faculty puts forth obvious effort into appropriately advising students and documents efforts in EAB.
- Mentoring: Mentoring undergraduate chemistry majors, which need to be registered in the course CHEM 4899 or Senior Seminar courses. In accordance, the students will submit a final written report or presentation at a local, regional, or national conference.
- Faculty Development: Evidence that the faculty member is taking appropriate steps to remain current in areas related to assigned instructional responsibilities by attending one workshop/conference on teaching within or outside of CSU and participates in discussions as they relate to chemistry.
- Office hours: 6 hr/week

The evidence of *exceeds expectation* performance will include **five** of the following:

- Teaching a course for the first time and/or the documented adoption of well-known delivery methods in more than one course.
- Course preparation: Development of a new course and teaching it within the same academic year and/or the adoption of a new delivery method and using it in the same academic year, development of one of the following teaching materials; laboratory manual, solution manual, worksheets, computer-based teaching material, handout, and use of technology.
- Student evaluation: Receiving and documenting positive student evaluations (≥ 4.0 out of 5.0) in the courses taught in each year while maintaining appropriately high student expectations.
- Advising: Students are advised based on track/degree works and the faculty member meets with all advisees frequently/periodically and takes appropriate steps to help the student progress effectively towards graduation. All data is entered into EAB records.
- Peer evaluation: Excellent peer evaluation and effectively using peer feedback from two or more peers as a means for improving teaching and learning, and the feedback must indicate that the faculty member is exceptional in their delivery and conducting their class.
- Pedagogy: Documented implementation of high-impact instructional practices (HIPs) and documented evidence of student learning in courses.
- Mentoring: Mentoring undergraduate or graduate chemistry majors for their honors thesis or master's thesis.
- Faculty development activities: Evidence in this area include publishing at least one article in a peer-reviewed teaching journal on a content topic/ development of experiments/research article on chemical education/attends a seminar/workshop on teaching chemistry in regional or national meetings. This may also include attending workshops or training in content areas or new pedagogy and reporting back to the department to implement change in instruction in the department or presenting seminars/workshops related to teaching and curriculum development, selected as a finalist or received a teaching award or receive a faculty development grant to improve teaching instruction and curriculum development.

RESEARCH AND CREATIVE ACTIVITY

The evidence of *unsatisfactory* performance will include all of the following:

- No submission of presentations or manuscripts in peer-reviewed science journals.
- No submission of internal or external grants.
- No research activities.

The evidence of *satisfactory* performance will include any *four* of the following:

- Presentation of research to the chemistry faculty on a research topic in chemistry.

- Paper presentation: At least one paper presented at a local or regional or national or international conference.
- Participation: Attended at least one local or regional or national or international conferences.
- Manuscripts: submitted a manuscript to a peer-reviewed science journal.
- Invited research presentations: Presented an invited research paper in a conference.
- External grant: Submitted an external grant proposal.
- Internal grant: Received an internal grant related to research.

The evidence of *exceed expectation* performance will include any **two** of the following:

- The publication of at least one manuscript in a peer-reviewed science journal.
- Receipt of an external grant.
- Recipient of a research award.
- Publish a book or a chapter in a book related to a topic in chemistry or science.

SERVICE TO THE INSTITUTION, PROFESSION AND COMMUNITY

The evidence of *unsatisfactory* performance will include all of the following:

- Institutional Service: Lack of participation or documentation (i.e. active member) in and contribution to department, College, and/or University affairs through committee assignments.
- Professional/Community Service: Lack of participation with active contributing memberships in area organizations; or participating in outreach programs (e.g. Science Fair, Science Olympiad, and National Chemistry Week... etc.)

The evidence of *satisfactory* performance will include the following:

- Institutional Service: Regular participation on department or College or University committees with appropriate/adequate documentation.
- Professional Service: A reviewer, discussant, or chair in a national, regional, or local conference; reviewing a manuscript for a journal or book publisher; or serving as a committee member in a local conference or professional organization, such as the American Chemical Society or Georgia Academy of Sciences.
- Community Service: Participation in outreach programs (e.g. Science Fair or Science Olympiad or National Chemistry Week).

The evidence of *exceeds expectation* performance will include **two** of the following over a period of five years:

- Institutional Service: Leadership role (i.e. chair or co-chair) in department or college, or university search committee, or chair of COLS, or Senate, or Institutional committee; or leadership role in recruitment/ retention/graduation and placement of chemistry majors in the undergraduate and or graduate programs; or contribution/assistance in outreach efforts at the Departmental, College or University level, or serving as a faculty adviser for a CSU student society/club; or program director of a study abroad chemistry program.
- Professional Service: Holding leadership role in international, national, regional, or local professional organizations or editing a conference proceeding; or serving as a member of an editorial board; selected as a finalist or received a service award; or service as a reviewer, discussant, or board member; or a committee chair member in a national, regional, or local conference or professional organization, such as the American Chemical Society or Georgia Academy of Sciences. Reviewing a manuscript for a journal, book publisher or proposals for funding agency (e.g. National Science Foundation, National Institutes of Health... etc.
- Community Service: Committee membership or chairperson of a community level organization or board of directors or equivalent; consulting (both with and without remuneration); or Director of Regional Science Olympiad; or Coordinator/event supervisor of at least one outreach program (e.g. Science Olympiad, Science Fair, National Chemistry week, outreach to local schools, fundraising).

PROMOTION

LECTURER TO SENIOR LECTURER

Promotion from Lecturer to Senior Lecturer from the rank of Lecturer requires at least six years at the rank of Lecturer and other criteria consistent with the role and position of the Lecturer as determined by the department and college. The areas of performance, teaching and service/leadership, will be evaluated at three levels: unsatisfactory, satisfactory, and exceeds expectation performance. Promotion requires satisfactory performance in the areas of Teaching and Service.

Below is the text describing the Department of Chemistry Standards of Excellence for promotion of lecturer to senior lecturer.

TEACHING

The evidence of *unsatisfactory* performance will include the following:

- Course preparation: Insufficient instruction and course preparations not adequate as per syllabus
- Student Evaluation: Receiving inadequate student evaluations (2.5 or less out of 5.0) and multiple complaint notices regarding teaching that are substantiated and supported by documentation.
- Pedagogy: Instructor does not use or attempt to use the appropriate/effective teaching methods.
- Office hours of <3 hr/week

The evidence of *satisfactory* performance will include any *three* of the following:

- Course preparation: Documentation of multiple course preparations, where multiple sections are not counted as individual courses. Documentation of course preparation include course syllabi and copies of final exams.
- Student evaluation: Receiving fair student evaluations (at least 3.5 out of 5.0) and documentation in each year while maintaining appropriately high student expectations.
- Pedagogy: Commitment to update courses as necessary, regular review of teaching materials and instructional techniques, assess student learning and document in courses, or provision of experiential learning opportunities. The pedagogy is clear, consistent, and reflected in the course evaluations.
- Office hours: 6hr/week

The evidence of *exceeds expectation* performance in teaching will include in any *four* of the following in addition to the evidence of the satisfactory performance:

- Course preparation: Development of a new course and teaching it within the same academic year and/or the adoption of a new delivery method and using it in the same academic year, development of one of the following teaching materials; laboratory manual, solution manual, worksheets, computer-based teaching material, handout, and use of technology.
- Student evaluation: Receiving and documenting positive student evaluations (≥ 4.5 out of 5.0) in the courses taught in each year while maintaining appropriately high student expectations.
- Pedagogy: Implementation of original high-impact instructional practices, innovation in course delivery or development of course content, documented evidence of student learning in courses.
- Faculty development activities: Faculty member remains current in areas of his/her specialization or related to assigned instructional responsibilities by attending a workshop/conference on teaching within CSU, outside CSU and participates in discussions as they relate to chemistry.
- Office hours: 6 hr/week

SERVICE TO THE INSTITUTION, PROFESSION AND COMMUNITY

The evidence of *unsatisfactory* performance will include the following:

- Institutional Service: Lack of participation or documentation (i.e. active member) in and contribution to department.
- Professional/Community Service: Lack of participation with active contributing memberships in area organizations; or participating in outreach programs (e.g. Science Fair, Science Olympiad, and National Chemistry Week... etc.)

The evidence of *satisfactory* performance will include **both** of the following:

- Institutional Service: Regular participation in departmental meetings
- Community Service: Active participation in outreach programs (e.g. Science Fair or Science Olympiad or National Chemistry Week) at least 3 times over a period of five years.

The evidence of *exceed expectation* performance will include both of the following areas:

- Institutional Service: Member of departmental/college/university committees or Task Forces; participation in Discovery Day
- Community Service: Director of Regional Science Olympiad; or Coordinator/event supervisor of at least one outreach program (e.g. Science Olympiad, Science Fair, National Chemistry week, outreach to local schools, fundraising).

ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

Associate Professor— Actual performance as well as demonstrated potential for further development serve as the basis for promotion to this rank. Evidence must show that individuals are growing professionally and contributing to their fields. Associate Professor is a high academic rank and carries no presumption of future promotion. Promotion to associate professor without a terminal degree will only be considered in exceptional cases such as having gained high distinction as a publishing scholar. Promotion requires performance to exceed expectations in Teaching and in the areas of Research or Service. An additional requirement for promotion includes at least one publication in a peer-reviewed scientific journal in chemistry. The text below describes the Department of Chemistry Standards of Excellence for Promotion from *Assistant Professor* to Associate Professor.

Assistant Professor – Demonstrated academic ability and potential for professional growth serve as the bases for appointment or promotion to this rank.

TEACHING

The evidence of *unsatisfactory* performance will include all of the following:

- Course preparation: Insufficient instruction and course preparations not adequate as per syllabus
- Student Evaluation: Documentation is insufficient or the instructor is generally receiving inadequate student evaluations (less than 3 out of 5.0). Faculty receiving multiple complaint notices regarding teaching that are substantiated.
- Pedagogy: No documentation of use or attempted use of the appropriate/effective teaching methods.
- Advising: Students are not advised based on track/degree works or faculty not using EAB to document advising.
- Faculty development activities: Lack of participation in faculty development related to content and/or pedagogy.
- Office hours: <6 hr/week

The evidence of *satisfactory* performance will include any *four* of the following:

- Student Evaluation: Documentation that the instructor is generally receiving fair student evaluations (3.0 - 4.0 out of 5.0) while maintaining appropriately high student expectations.
- Peer Evaluation: Obtaining written feedback recorded on the department's approved Peer Evaluation Form addressing one's teaching each year, based on peer observations of teaching.
- Course preparation: Documentation of multiple course preparations, where multiple sections are not counted as individual courses.
- Pedagogy: A documented commitment to updating courses as necessary, regular review of teaching materials and instructional techniques, efforts to assess and document student learning in courses, or provision of experiential learning opportunities. The pedagogy is clear, consistent, and reflected in the course evaluations.
- Faculty puts forth obvious effort into appropriately advising students and documents efforts in EAB.
- Mentoring: Mentoring undergraduate chemistry majors, which need to be registered in the course CHEM 4899 or Senior Seminar courses. In accordance, the students will submit a final written report or presentation at a local, regional, or national conference.
- Faculty Development: Evidence that the faculty member is taking appropriate steps to remain current in areas related to assigned instructional responsibilities by attending one workshop/conference on teaching within or outside of CSU and participates in discussions as they relate to chemistry.
- Office hours: 6 hr/week

The evidence of *exceeds expectation* performance in teaching will include any *five* of the following:

- Course preparation: Development of a new course and teaching it within the same academic year and/or the adoption of a new delivery method and using it in the same academic year, development of one of the following teaching materials; laboratory manual, solution manual, worksheets, computer-based teaching material, handout, and use of technology.
- Student evaluation: Receiving and documenting positive student evaluations (≥ 4.0 out of 5.0) in the courses taught in each year while maintaining appropriately high student expectations.
- Advising: Students are advised based on track/degree works and the faculty member meets with all advisees frequently/periodically and takes appropriate steps to help the student progress effectively towards graduation. All data is entered into EAB records.
- Peer evaluation: Excellent peer evaluation and effectively using peer feedback from two or more peers as a means for improving teaching and learning, and the feedback must indicate that the faculty member is exceptional in their delivery and conducting their class.
- Pedagogy: Documented implementation of high-impact instructional practices (HIPs) and documented evidence of student learning in courses.
- Mentoring: Mentoring undergraduate or graduate chemistry majors for their honors thesis or master's thesis.
- Faculty development activities: Evidence in this area include publishing at least one article in a peer-reviewed teaching journal on a content topic/ development of experiments/research article on chemical education/attends a seminar/workshop on teaching chemistry in regional or national meetings. This may also include attending workshops or training in content areas or new pedagogy and reporting back to the department to implement change in instruction in the department or presenting seminars/workshops related to teaching and curriculum development, selected as a finalist or received a teaching award or receive a faculty development grant to improve teaching instruction and curriculum development.

RESEARCH AND CREATIVE ACTIVITY

The evidence of *unsatisfactory* performance will include all of the following:

- No submission of presentations or manuscripts in peer-reviewed journals
- No internal or external grants;
- No research activities.

The evidence of *satisfactory* performance will include any *three* of the following:

- Presentation of research to the chemistry faculty on a research topic in chemistry.

- Paper presentation: At least one paper presented at a local or regional or national or international conference.
- Participation: Attended at least one local or regional or national or international conferences.
- Manuscripts: submitted a manuscript to a peer-reviewed science journal.
- Invited research presentations: Presented an invited research paper in a conference.
- External grant: Submitted an external grant proposal.
- Internal grant: Received an internal grant related to research.

The evidence of *exceed expectation* performance will include any **two** of the following areas:

- The publication of at least one manuscript in a peer-reviewed science journal.
- Receipt of an external grant.
- Recipient of a research award.
- Publish a book or a chapter in a book related to a topic in chemistry or science.

SERVICE TO THE INSTITUTION, PROFESSION AND COMMUNITY

The evidence of *unsatisfactory* performance will include all of the following:

- Institutional Service: Lack of participation or documentation (i.e. active member) in and contribution to department, College, and/or University affairs through committee assignments.
- Professional/Community Service: Lack of participation with active contributing memberships in area organizations; or participating in outreach programs (e.g. Science Fair, Science Olympiad, and National Chemistry Week... etc.)

The evidence of *satisfactory* performance will include any **two** of the following:

- Institutional Service: Regular participation on department or College or University committees with appropriate/adequate documentation.
- Professional Service: A reviewer, discussant, or chair in a national, regional, or local conference; reviewing a manuscript for a journal or book publisher; or serving as a committee member in a local conference or professional organization, such as the American Chemical Society or Georgia Academy of Sciences.
- Community Service: Active participation in outreach programs (e.g. Science Fair or Science Olympiad or National Chemistry Week) at least 3 times over a period of five years.

The evidence of *exceeds expectation* performance will include any **two** of the following areas:

- Institutional Service: Leadership role (i.e. chair or co-chair) in department or college, or university search committee, or chair of COLS, or Senate, or Institutional committee; or leadership role in recruitment/ retention/graduation and placement of chemistry majors in

the undergraduate and or graduate programs; or contribution/assistance in outreach efforts at the Departmental, College or University level, or serving as a faculty adviser for a CSU student society/club; or program director of a study abroad chemistry program.

- Professional Service: Holding leadership role in international, national, regional, or local professional organizations or editing a conference proceeding; or serving as a member of an editorial board; selected as a finalist or received a service award; or service as a reviewer, discussant, or board member; or a committee chair member in a national, regional, or local conference or professional organization, such as the American Chemical Society or Georgia Academy of Sciences. Reviewing a manuscript for a journal, book publisher or proposals for funding agency (e.g. National Science Foundation, National Institutes of Health...etc.
- Community Service: Committee membership or chairperson of a community level organization or board of directors or equivalent; consulting (both with and without remuneration); or Director of Regional Science Olympiad; or Coordinator/event supervisor of at least one outreach program (e.g. Science Olympiad, Science Fair, National Chemistry week, outreach to local schools, fundraising).

ASSOCIATE PROFESSOR TO PROFESSOR

Professor – As the highest academic rank, the title of professor implies recognition of the individual by peers and associates as an outstanding teacher and an accomplished, productive and respected scholar, both within and outside the university, since attaining the rank of associate professor. Candidates must also demonstrate, through scholarly publications, applied research, the ability to communicate to professional peers the knowledge and insights gained from the exploration of their area of specialization. They will need to have made important contributions in research or creative activity; university, public or professional service; and/or administrative service to professional societies. Promotion requires performance to exceed expectations in Teaching and in the areas of Research or Service. An additional requirement for promotion includes at least one publication in a peer-reviewed scientific journal in chemistry.

Each type of evidence will be evaluated cumulatively over a five-year period. This document will be effective from 2023 calendar year.

Below is the text describing the Department of Chemistry Standards of Excellence for Promotion from *Associate Professor* to *Full Professor*

TEACHING

The evidence of *unsatisfactory* performance will include all of the following:

- Course preparation: Insufficient instruction and course preparations not adequate as per syllabus

- Student Evaluation: Documentation is insufficient or the instructor is generally receiving inadequate student evaluations (less than 3 out of 5.0). Faculty receiving multiple complaint notices regarding teaching that are substantiated.
- Pedagogy: No documentation of use or attempted use of the appropriate/effective teaching methods.
- Advising: Students are not advised based on track/degree works or faculty not using EAB to document advising.
- Faculty development activities: Lack of participation in faculty development related to content and/or pedagogy.
- Office hours: <6 hr/week

The evidence of *satisfactory* performance will include *four* of the following:

- Student Evaluation: Documentation that the instructor is generally receiving fair student evaluations (3.0 - 4.0 out of 5.0) while maintaining appropriately high student expectations.
- Peer Evaluation: Obtaining written feedback recorded on the department's approved Peer Evaluation Form addressing one's teaching each year, based on peer observations of teaching.
- Course preparation: Documentation of multiple course preparations, where multiple sections are not counted as individual courses.
- Pedagogy: A documented commitment to updating courses as necessary, regular review of teaching materials and instructional techniques, efforts to assess and document student learning in courses, or provision of experiential learning opportunities. The pedagogy is clear, consistent, and reflected in the course evaluations.
- Faculty puts forth obvious effort into appropriately advising students and documents efforts in EAB.
- Mentoring: Mentoring undergraduate chemistry majors, which need to be registered in the course CHEM 4899 or Senior Seminar courses. In accordance, the students will submit a final written report or presentation at a local, regional, or national conference.
- Faculty Development: Evidence that the faculty member is taking appropriate steps to remain current in areas related to assigned instructional responsibilities by attending one workshop/conference on teaching within or outside of CSU and participates in discussions as they relate to chemistry.
Office hours: 6 hr/week

The evidence of *exceeds expectation* performance will include *five* of the following:

- Course preparation: Development of a new course and teaching it within the same academic year and/or the adoption of a new delivery method and using it in the same academic year, development of one of the following teaching materials; laboratory manual,

solution manual, worksheets, computer-based teaching material, handout, and use of technology.

- Student evaluation: Receiving and documenting positive student evaluations (≥ 4.0 out of 5.0) in the courses taught in each year while maintaining appropriately high student expectations.
- Advising: Students are advised based on track/degree works and the faculty member meets with all advisees frequently/periodically and takes appropriate steps to help the student progress effectively towards graduation. All data is entered into EAB records.
- Peer evaluation: Excellent peer evaluation and effectively using peer feedback from two or more peers as a means for improving teaching and learning, and the feedback must indicate that the faculty member is exceptional in their delivery and conducting their class.
- Pedagogy: Documented implementation of high-impact instructional practices (HIPs) and documented evidence of student learning in courses.
- Mentoring: Mentoring undergraduate or graduate chemistry majors for their honors thesis or master's thesis.
- Faculty development activities: Evidence in this area include publishing at least one article in a peer-reviewed teaching journal on a content topic/ development of experiments/research article on chemical education/attends a seminar/workshop on teaching chemistry in regional or national meetings. This may also include attending workshops or training in content areas or new pedagogy and reporting back to the department to implement change in instruction in the department or presenting seminars/workshops related to teaching and curriculum development, selected as a finalist or received a teaching award or receive a faculty development grant to improve teaching instruction and curriculum development.

RESEARCH AND CREATIVE ACTIVITY

The evidence of *unsatisfactory* performance will include all of the following:

- No submission of presentations or manuscripts in peer-reviewed science journals
- No submission of internal or external grants;
- No research activities.

The evidence of *satisfactory* performance will include *four* of the following:

- Presentation of research to the chemistry faculty on a research topic in chemistry.
- Paper presentation: At least one paper presented at a local or regional or national or international conference.
- Participation: Attended at least one local or regional or national or international conferences.
- Manuscripts: submitted a manuscript to a peer-reviewed science journal.

- Invited research presentations: Presented an invited research paper in a conference.
- External grant: Submitted an external grant proposal.
- Internal grant: Received an internal grant related to research.

The evidence of *exceed expectation* performance will include any **two** of the following areas:

- The publication of at least one manuscript in a peer-reviewed science journal.
- Receipt of an external grant.
- Recipient of a research award.
- Publish a book or a chapter in a book related to a topic in chemistry or science.

SERVICE TO THE INSTITUTION, PROFESSION AND COMMUNITY

The evidence of *unsatisfactory* performance will include all of the following:

- Institutional Service: Lack of participation or documentation (i.e. active member) in and contribution to department, College, and/or University affairs through committee assignments.
- Community/Professional Service: Lack of participation with active contributing memberships in area organizations; or participating in outreach programs (e.g., Science Fair, Science Olympiad, and National Chemistry Week... etc.)

The evidence of *satisfactory* performance will include the following:

- Institutional Service: Regular participation on department or College or University committees with appropriate/adequate documentation.
- Professional Service: A reviewer, discussant, or chair in a national, regional, or local conference; reviewing a manuscript for a journal or book publisher; or serving as a committee member in a local conference or professional organization, such as the American Chemical Society or Georgia Academy of Sciences.
- Community Service: Active participation in outreach programs (e.g. Science Fair or Science Olympiad or National Chemistry Week) at least 3 times over a period of five years.

The evidence of *exceeds expectation* performance will include two of the following over a period of five years:

- Institutional Service: Leadership role (i.e. chair or co-chair) in department or college, or university search committee, or chair of COLS, or Senate, or Institutional committee; or leadership role in recruitment/ retention/graduation and placement of chemistry majors in the undergraduate and or graduate programs; or contribution/assistance in outreach efforts at the Departmental, College or University level, or serving as a faculty adviser for a CSU student society/club; or program director of a study abroad chemistry program.

- Professional Service: Holding leadership role in international, national, regional, or local professional organizations or editing a conference proceeding; or serving as a member of an editorial board; selected as a finalist or received a service award; or service as a reviewer, discussant, or board member; or a committee chair member in a national, regional, or local conference or professional organization, such as the American Chemical Society or Georgia Academy of Sciences. Reviewing a manuscript for a journal, book publisher or proposals for funding agency (e.g. National Science Foundation, National Institutes of Health... etc).
- Community Service: Committee membership or chairperson of a community level organization or board of directors or equivalent; consulting (both with and without remuneration); or Director of Regional Science Olympiad; or Coordinator/event supervisor of at least one outreach program (e.g. Science Olympiad, Science Fair, National Chemistry week, outreach to local schools, fundraising).

POST-TENURE REVIEW

Post-tenure review serves the following aims:

1. to help faculty identify opportunities to reach their full potential for contribution to the university
2. to ensure that tenured faculty continue to pursue excellence in teaching, maintain academic currency, and remain engaged in scholarly/creative and service activities that support the university's mission
3. to encourage tenured faculty to examine different possible emphases at a given stage of their career

The post-tenure review system must not undermine academic freedom or tenure. All participants in the review process should begin by presuming that the faculty member is a competent and valuable asset to Columbus State University. The results of post-tenure review must be linked to rewards and professional development. Faculty members who are performing at a high level should receive recognition for their achievements. For a successful Post-Tenure review, Faculty must demonstrate satisfactory performance in all three areas as determined by departmental/college "Standards of Excellence."

This document will be effective from January 2023 and will thus be used for the 2023 post-tenure evaluations and subsequent years.

TEACHING

The evidence of *unsatisfactory* performance will include all of the following:

- Course preparation: Insufficient instruction and course preparations not adequate as per syllabus

- Student Evaluation: Documentation is insufficient or the instructor is generally receiving inadequate student evaluations (less than 3 out of 5.0). Faculty receiving multiple complaint notices regarding teaching that are substantiated.
- Pedagogy: No documentation of use or attempted use of the appropriate/effective teaching methods.
- Advising: Students are not advised based on track/degree works or faculty not using EAB to document advising.
- Faculty development activities: Lack of participation in faculty development related to content and/or pedagogy.
- Office hours: <6 hr/week

The evidence of *satisfactory* performance will include *four* of the following:

- Student Evaluation: Documentation that the instructor is generally receiving fair student evaluations (3.0 - 4.0 out of 5.0) while maintaining appropriately high student expectations.
- Peer Evaluation: Obtaining written feedback recorded on the department's approved Peer Evaluation Form addressing one's teaching each year, based on peer observations of teaching.
- Course preparation: Documentation of multiple course preparations, where multiple sections are not counted as individual courses.
- Pedagogy: A documented commitment to updating courses as necessary, regular review of teaching materials and instructional techniques, efforts to assess and document student learning in courses, or provision of experiential learning opportunities. The pedagogy is clear, consistent, and reflected in the course evaluations.
- Faculty puts forth obvious effort into appropriately advising students and documents efforts in EAB.
- Mentoring: Mentoring undergraduate chemistry majors, which need to be registered in the course CHEM 4899 or Senior Seminar courses. In accordance, the students will submit a final written report or presentation at a local, regional, or national conference.
- Faculty Development: Evidence that the faculty member is taking appropriate steps to remain current in areas related to assigned instructional responsibilities by attending one workshop/conference on teaching within or outside of CSU and participates in discussions as they relate to chemistry.
- Office hours: 6 hr/week

The evidence of *exceeds expectation* performance will include *five* of the following:

- Course preparation: Development of a new course and teaching it within the same academic year and/or the adoption of a new delivery method and using it in the same academic year, development of one of the following teaching materials; laboratory manual,

solution manual, worksheets, computer-based teaching material, handout, and use of technology.

- Student evaluation: Receiving and documenting positive student evaluations (≥ 4.0 out of 5.0) in the courses taught in each year while maintaining appropriately high student expectations.
- Advising: Students are advised based on track/degree works and the faculty member meets with all advisees frequently/periodically and takes appropriate steps to help the student progress effectively towards graduation. All data is entered into EAB records.
- Peer evaluation: Excellent peer evaluation and effectively using peer feedback from two or more peers as a means for improving teaching and learning, and the feedback must indicate that the faculty member is exceptional in their delivery and conducting their class.
- Pedagogy: Documented implementation of high-impact instructional practices (HIPs) and documented evidence of student learning in courses.
- Mentoring: Mentoring undergraduate or graduate chemistry majors for their honors thesis or master's thesis.
- Faculty development activities: Evidence in this area include publishing at least one article in a peer-reviewed teaching journal on a content topic/ development of experiments/research article on chemical education/attends a seminar/workshop on teaching chemistry in regional or national meetings. This may also include attending workshops or training in content areas or new pedagogy and reporting back to the department to implement change in instruction in the department or presenting seminars/workshops related to teaching and curriculum development, selected as a finalist or received a teaching award or receive a faculty development grant to improve teaching instruction and curriculum development.

RESEARCH AND CREATIVE ACTIVITY

The evidence of *unsatisfactory* performance will include all of the following:

- No submission of presentations or manuscripts in peer-reviewed science journals
- No submission of internal or external grants;
- No research activities

The evidence of *satisfactory* performance will include any *three* of the following:

- Presentation of research to the chemistry faculty on a research topic in chemistry.
- Paper presentation: At least one paper presented at a local or regional or national or international conference.
- Participation: Attended at least one local or regional or national or international conferences.
- Manuscripts: submitted a manuscript to a peer-reviewed science journal.
- Invited research presentations: Presented an invited research paper in a conference.

- External grant: Submitted an external grant proposal.
- Internal grant: Received an internal grant related to research.

The evidence of *exceeds expectation* performance will include any *one* of the following:

- The publication of at least one manuscript in a peer-reviewed science journal.
- Receipt of an external grant.
- Recipient of a research award.
- Publish a book or a chapter in a book related to a topic in chemistry or science.

SERVICE TO THE INSTITUTION, PROFESSION AND COMMUNITY

The evidence of *unsatisfactory* performance will include all of the following:

- Institutional Service: Lack of participation or documentation (i.e. active member) in and contribution to department, College, and/or University affairs through committee assignments.
- Professional/Community Service: Lack of participation with active contributing memberships in area organizations; or participating in outreach programs (e.g. Science Fair, Science Olympiad, and National Chemistry Week... etc.)

The evidence of *satisfactory* performance will include any *two* of the following:

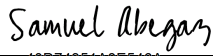








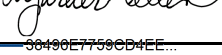
- Institutional Service: Regular participation on department or College or University committees with appropriate/adequate documentation.
- Professional Service: A reviewer, discussant, or chair in a national, regional, or local conference; reviewing a manuscript for a journal or book publisher; or serving as a committee member in a local conference or professional organization, such as the American Chemical Society or Georgia Academy of Sciences.
- Community Service: Participation in outreach programs (e.g. Science Fair or Science Olympiad or National Chemistry Week).

Evidence for *exceeds expectation* performance will include any *two* of the following:

- Institutional Service: Leadership role (i.e. chair or co-chair) in department or college, or university search committee, or chair of COLS, or Senate, or Institutional committee; or leadership role in recruitment/ retention/graduation and placement of chemistry majors in the undergraduate and or graduate programs; or contribution/assistance in outreach efforts at the Departmental, College or University level, or serving as a faculty adviser for a CSU student society/club; or program director of a study abroad chemistry program.
- Professional Service: Holding leadership role in international, national, regional, or local professional organizations or editing a conference proceeding; or serving as a member of an editorial board; selected as a finalist or received a service award; or service as a

reviewer, discussant, or board member; or a committee chair member in a national, regional, or local conference or professional organization, such as the American Chemical Society or Georgia Academy of Sciences. Reviewing a manuscript for a journal, book publisher or proposals for funding agency (e.g. National Science Foundation, National Institutes of Health... etc.

- Community Service: Committee membership or chairperson of a community level organization or board of directors or equivalent; consulting (both with and without remuneration); or Director of Regional Science Olympiad; or Coordinator/event supervisor of at least one outreach program (e.g. Science Olympiad, Science Fair, National Chemistry week, outreach to local schools, fundraising).

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<p>DocuSigned by:  Name _____ 77FFB7A8DF7140E...</p>	<p>Jonathan Meyers, Associate Professor Date <u>2/11/2022 6:09 PM EST</u></p>
<p>DocuSigned by:  Name _____ 719179AD1509473...</p>	<p>Kerri Taylor, Associate Professor Date <u>2/11/2022 11:29 AM PST</u></p>
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<p>DocuSigned by:  Name _____ FB4B0770340F49E...</p>	<p>Floyd R. Jackson, Prof. & Chair Date <u>2/11/2022 2:40 PM EST</u></p>
<p>DocuSigned by:  Name _____ 36490E7759CD4EE...</p>	<p>Annice Yarber-Allen, Dean of COLS Date <u>2/11/2022 4:28 PM EST</u></p>