Promotion and Tenure Guidelines

Department of Chemistry/Physics/Astronomy, Indiana University Northwest

The department seeks to encourage and recognize among its faculty both traditional and interdisciplinary research, scholarship and instructional accomplishment, including the scholarship of teaching, within the University guidelines for promotion, tenure and reappointment as described in the Indiana University Academic Handbook. The criteria provided below are meant as a general guide to the evaluation of creative and scholarly achievement, teaching, and service as applied to all faculty of the Department of Chemistry/Physics/Astronomy. The following paragraphs address making a case for excellence in creative work, research, teaching, or service.

The makeup of the departmental Promotion and Tenure Committee consists of tenured faculty. (Senior lecturers may participate in departmental reviews of lecturers.) The makeup of the committee is recommended by the department chair, and is appointed by the Dean of the College of Arts and Sciences.

For a positive recommendation from the departmental committee, the candidate is expected to have made a convincing case for adequacy in two of the three areas of teaching, research, and service, and excellence in one of those areas. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the University. The candidate should consult also consult the IU Academic Handbook and the IU Northwest Promotion and Tenure Guidelines.

Promotion to Senior Lecturer is based on demonstration of excellence in either teaching or service, with at least satisfactory performance in the remaining area. (Research can also be recognized when it strengthens the area of excellence.) Candidates for promotion in non-tenured positions should have four letters external to the unit (COAS). Letters external to IU Northwest are encouraged.

Teaching

The candidate should demonstrate effectiveness in teaching, appropriate to the wide variety of teaching venues and student capabilities consistent with the mission of the department. Teaching effectiveness may be documented by traditional instruments such as peer review of classroom and laboratory teaching, student evaluations, or evidence of student success in professional or academic fields. The teaching record should demonstrate an effect beyond the university classroom and campus. Teaching effectiveness may also be evaluated via other evidence, including (not in any rank order):

- Pedagogical Publications
- The Scholarship of Teaching and Learning
- Development of new traditional or interdisciplinary curricula or teaching techniques
- Awards for excellence in teaching
- Development of new traditional or interdisciplinary degrees or certificate programs
♦ Mentoring and advising
♦ Authorship of texts or other teaching materials
♦ Establishment, development, and maintenance of labs necessary for effective instruction
♦ Establishment and development of instructional or student internship venues with community or professional organizations
♦ Development of grants, contracts, etc. which support or are associated with teaching, curriculum development, studio and lab development, etc.
♦ Remaining current with developments in the discipline

When reviewing for reappointment, the department seeks evidence that the candidate is making progress and establishing a record of accomplishment in these or other areas related to teaching effectiveness with contributions on and beyond the campus. When reviewing for tenure and promotion to the rank of associate professor, the department seeks evidence that the candidate has established a solid record of excellence in area of teaching, and that the candidate demonstrates the potential for further accomplishment which, in time, could establish a case for promotion to full rank. Additionally, candidates will have established adequacy in both creative activity/research and service. When reviewing for promotion to the rank of professor, the department seeks evidence that the candidate has achieved a record of excellence, leadership, and innovation, sustained over a period of years, in areas deemed appropriate by the reviewing committee. Additionally, candidates will need to establish adequacy in both research and service.

**Research:**

Candidates for promotion need to demonstrate a sustained and ongoing research effort that will bring national or international recognition to the department and to IU Northwest. While both the quantity and quality of one’s scholarship will be evaluated, “Quality of production is considered more important than mere quantity” (IU Academic Handbook: 2008:78). High-quality publications are those that are peer-reviewed, in top-tiered journals, in journals with low acceptance rates, and in academic presses. High quality presentations include those that are peer-reviewed, given at national and international conferences, and/or are invited. While emphasis is put on the quality of scholarship, candidates need to regularly submit and have their work accepted for presentation and publication. For tenure and promotion to associate professor, one’s research needs to have moved beyond the dissertation. If the candidate plans to claim research as her or his primary area of excellence, he or she “. . . should have demonstrated a broad grasp of his or her own and related fields and should be establishing a national reputation as a scholar” (IU Academic Handbook, 2008:78). For promotion to full professor, there needs to be evidence that the candidate has contributed “substantively” (through national and international venues) to the scholarship in her or his field. As stated in the IU Northwest Promotion and Tenure Guidelines, “Excellence” for research for the higher rank implies having an established, ongoing, nationally recognized body of scholarship; there should be clear evidence of substantial contributions. Evidence of scholarly accomplishment (that includes reference to the candidate’s IU Northwest affiliation) may include (not in any rank order):
♦ Publications in peer-reviewed journals (including the scholarship of teaching)
♦ Monographs
♦ Grants (especially external ones)
♦ Textbooks
♦ Presentations at professional meetings, colloquia, and symposiums
♦ Scholarship used to develop public policy or serve the community (applied research)
♦ Pedagogical Research
♦ Scholarship of Teaching and Learning
♦ Research Awards
♦ Involving students in research and scholarship

When reviewing for reappointment, the department seeks evidence that the candidate is making progress and establishing a record of accomplishment in these or other related areas. In general, and as may be appropriate for each candidate, the department wishes to see a continuous record of refereed publications, presentations, awards, and/or the pursuit of external grants and financial support of scholarship. When reviewing for tenure and promotion to the rank of associate professor, the department seeks evidence that the candidate has established a solid record of accomplishment in his or her area of excellence and that the candidate demonstrates the potential for further accomplishment which, in time, could establish a case for promotion to full rank. Additionally, the candidate will have established adequacy in the areas of teaching and service. When reviewing for promotion to the rank of professor, the department evaluates the candidate’s record of excellence at the regional and national levels, sustained over a period of years, in areas of design, performance, exhibition, publication, broadcast, and so on. Additionally, the candidate needs to establish adequacy in the areas of teaching and service.

Service:

The department encourages and recognizes the valuable contributions made by department faculty through service to the College, the University, and to the communities beyond the University. The service record should demonstrate an effect beyond the department and campus. Examples of service include:

♦ Membership and chairing of various COAS and University committees
♦ Membership in department committees and providing special services to the department and colleagues
♦ Mentoring
♦ Scholarship of Service
♦ Involvement with the community
♦ Facilitation of University/community partnering (recruitment of associate faculty, recruitment of internship opportunities, recruitment of guest lecturers, etc.)
♦ Leadership in professional organizations
♦ Provision of service or maintenance of equipment and facilities which benefits a constituency beyond the individual’s own classes.
When reviewing for reappointment, the department seeks evidence that the candidate is making progress and establishing a record of accomplishment in these or other areas related to service. When reviewing for tenure and promotion to the rank of associate professor, the Department seeks evidence that the candidate has established a solid record of excellence in areas of service deemed appropriate that make contributions both on and off campus, and that the candidate demonstrates the potential for further accomplishment which, in time, could establish a case for promotion to full rank. Additionally, the candidate will have established adequacy in creative activity/research and teaching. When reviewing for promotion to the rank of professor, the department seeks evidence that the candidate exhibits a record of excellence, responsibility, and leadership in COAS, University and community service, sustained over a period of years. Additionally, the candidate will need to establish adequacy in creative activity/research and teaching. Candidate should be aware that a claim of excellence in service has not generally been used for tenure or promotion to associate faculty rank, but has occasionally been used with success for the promotion to the rank of professor.