

**CHEMISTRY BYLAWS**  
**Approved by the Faculty on February 29, 2024**  
**Approved by the Provost's Office March 13, 2024**

**A. Advising and Planning**

The full-time Chemistry Faculty as a whole will constitute committees for advising the Chair and planning.

**B. Hiring Faculty**

A search committee of representative faculty will make recommendations to the chair. The chair will seek the input and vote of all permanent faculty before making a final recommendation to the dean.

**C. Department Chair**

The Chair of the Department shall serve for a period of three (3) years, with the possibility of reappointment for a second consecutive three-year term, with the consent of the department and approval of the Dean. After an interim period of no less than three years, an individual may serve once again as chair. With unanimous approval from the faculty and the Dean, the Chair may serve additional consecutive terms.

Nominees for appointment to the departmental chairmanship will be approved by the Dean. The department, by election with all full-time faculty eligible to vote, will provide the Dean with their preferred candidate. However, the Dean reserves the right to confirm the department Chair.

**D. Curriculum**

Curriculum matters are decided by the faculty as a whole with adjuncts being invited to participate in discussions, but excluded from any vote. When courses are taught by several faculty on a rotation schedule, subcommittees of these faculty decide on the general content of the courses and choose the textbook.

**E. Criteria for Promotion and Tenure**

For the purpose of evaluating faculty members, UWF has adopted a set of criteria and standards for the assessment of a faculty member's performance of assigned duties and responsibilities. There are three performance categories: teaching, scholarship and creative projects, and service. Lecturers and instructors shall be evaluated based on the assignments made by the Chairperson in teaching and service. The criteria of evaluation in these two areas shall be the same as those used to evaluate tenure-track faculty. These criteria form the basis for decisions.

Tenure or promotion in the Department of Chemistry will not be granted without consistently meeting expectations in teaching. The faculty member must demonstrate competence in teaching while contributing to the instructional needs of departmental programs. The faculty member will develop and instruct lecture/laboratory course(s) in area(s) of expertise and assist at all levels of instruction in a collegial atmosphere.

1. To be granted tenure, a faculty member must meet expectations in teaching, research and service.
  - a. Tenure requires that the faculty member demonstrate a continuous record of meeting expectations in teaching.
  - b. The candidate for tenure must establish an area of research specialty in the discipline. The research laboratory must be functional and active involving undergraduate student participation. The candidate's scholarly activity must be recognized by peers external to the University and must have a total of at least four activities from the "Very Significant Activities" at the time of dossier submission, substantially performed and completed while employed at the University of West Florida. At least two "Very Significant" items must be peer-reviewed research publications with UWF-affiliated undergraduate research student co-authors. The candidate must be a first author or a corresponding/anchor author on at least one of the two required manuscripts.
  - c. The candidate for tenure must show tangible evidence of service to the University, community and profession.
  
2. To be promoted to associate professor, a faculty member must meet expectations in all three categories.
  - a. A continuous record of meeting (and/or exceeding) expectations in teaching is required for promotion to associate professor.
  - b. The candidate for promotion to associate professor must establish significant and tangible scholarship in the area of expertise. The candidate's scholarly activity must be recognized by peers external to the University and must have a total of at least four activities from the "Very Significant Activities" list carried out while employed at the University of West Florida. At least two "Very Significant" items must be peer-reviewed research publications with UWF-affiliated undergraduate research student co-authors. The candidate must be a first author or a corresponding/anchor author on at least one of the two required manuscripts.
  - c. Leadership in service to the department, college, and University must be shown by the candidate for promotion to associate professor.
  
3. To be promoted to professor, a faculty member must demonstrate a distinguished performance record in the teaching or research category by exceeding expectations and at least meeting expectations in each of the other two categories. The faculty member must have a positive reputation within the University for promotion to professor.
  - a. Substantial and highly tangible contributions in scholarship in the area of expertise justify promotion to the rank of professor. The candidate's scholarly

activity must be recognized by peers external to the University and must have a total of at least four additional activities from the “Very Significant Activities” list carried out while employed at the University of West Florida at the rank of Associate Professor. These activities must not have been cited in the candidate's previous tenure and/or promotion portfolios.

- b. The candidate for professor must demonstrate the ability to shoulder major responsibilities in service within and/or beyond the University. Proven leadership in service activities is required.
4. To be granted successful PTR, a faculty member must Meet or Exceed Expectations in all three categories of teaching, research and service. The University of West Florida adheres to Florida Board of Governors' Regulation 10.003, as well as Article 11 of the Collective Bargaining Agreement, in all matters relating to post-tenure review.
    - a. A continuous excellent-distinguished record in teaching is required by meeting and/or exceeding expectations
    - b. Faculty must maintain significant highly tangible contributions in scholarship in their area of expertise. The candidate's scholarly activity must be recognized by peers external to the University and must have a total of at least four additional activities from the “Very Significant Activities” list carried out while employed at the University of West Florida at the current rank. These activities must not have been cited in the candidate's previous PTR portfolio or tenure dossier.
    - c. Faculty must show tangible evidence of service to the University, community, and profession.
    - d. The faculty must maintain/lead major responsibilities in service within and/or beyond the University. Continuous leadership in service activities is required.
  5. Under exceptional circumstances, a candidate may be considered for tenure, promotion and/or PTR without having met all the criteria shown above. For example, the Department of Chemistry recognizes that "significant and/or substantial contributions" in the area of expertise can result from one finding derived from many years of study, culminating in a single publication.

#### **F. Criteria for Lecturer Promotion**

For the purpose of evaluating faculty members, UWF has adopted a set of criteria and standards for the assessment of a faculty member's performance of assigned duties and responsibilities. Lecturers shall be evaluated based on the assignments made by the Chairperson in teaching and service. The criteria of evaluation in these two areas shall be the same as those used to evaluate tenure-track faculty. These criteria form the basis for decisions.

Promotion from Lecturer to Senior Lecturer in the Department of Chemistry will not be granted without demonstrating excellence in teaching and service. The faculty member

must demonstrate competence in teaching while contributing to the instructional needs of departmental programs. The faculty member will develop and instruct lecture/laboratory course(s) in area(s) of expertise and assist at all levels of instruction in a collegial atmosphere.

6. To be promoted to senior lecturer, a faculty member must meet expectations in the teaching and service categories.
  - a. A continuous record of meeting (and/or exceeding expectations) in teaching is required for promotion to senior lecturer.
  - b. The candidate for promotion to senior lecturer must have at least 4 activities from the Teaching “Exceeds Expectations” list carried out while employed at the University of West Florida.
  - c. Leadership in service to the department, college, and University must be shown by the candidate for promotion to senior lecturer.

### **G. Mentoring of Untenured Faculty**

Mentoring of new and untenured faculty by one or more senior faculty and a mentoring committee will be required. The mentoring committee will be assembled in consultation between the faculty member and the Chair.

At the mid-point of the tenure track probationary period, the department will hold a mid-point review as explained in the University Tenure and Promotion Guidelines. The tenure track candidate will compile a binder including a current vita, annual evaluations, student/peer evaluation of teaching, selected examples of teaching materials, documentation of progress to the required four Very Significant scholarship activities, and a self-evaluation by the faculty member. A committee of the departmental tenured faculty will review the binder and write a letter with recommendations to the Chair. The Chair will review the materials and write a letter with recommendations. The recommendation letters will be delivered to the untenured faculty, who may then write a rebuttal letter.

The Dean will review the department’s written mid-point review and respond to the department and the faculty member in writing. Further use of these materials is at the discretion of the faculty member.

### **H. Promotion and Tenure and PTR and Lecturer Promotion Committees**

The promotion and tenure and PTR committee consists of all tenured members of the department with the exception of the Chair and those being considered for tenure and/or promotion or undergoing PTR. The Lecturer Promotion committee consists of all full-time permanent faculty, except for the Chair and those being considered for promotion. This committee may request additional information or seek outside evaluation. The committee reviews the progress of tenure-earning faculty after the second year of employment.. The committee makes a written recommendation to the chairman.

Members of the committee have the right to submit an individual report. The Chair adds his/her recommendation and the entire package is forwarded to the Dean.

## **I. Faculty Development**

Faculty are encouraged to attend professional meetings and faculty development workshops. The department will provide partial support for travel and registration fees in an amount dictated by the department budget, and consistent with the Collective Bargaining Agreement.

## **J. Evaluation Criteria**

Tenure, promotion, and merit pay increases are recommended on the basis of a member's performance in teaching, scholarship, and professional service. It is expected that all faculty will conduct themselves in accordance with the policies outlined in UWF Professional Standards and the UFF Collective Bargaining Agreement. Collegiality will be used in the evaluation. Evaluations will be based on the "entire package" of activities in a particular category.

## **K. Departmental Criteria for Evaluation**

The following criteria categories will be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service.

- **Unsatisfactory:** Failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies
- **Does Not Meet Expectations:** Moderate progress toward long-term professional goals, but one or more minor weaknesses exist.
- **Meets Expectations:** Meets department standards for professional performance. No areas of weakness exist.
- **Exceeds Expectations:** Exceeds department standards for professional performance. Exceeds the standard for excellence in quality or quantity (or both).

The appendix contains further information on the criteria and benchmarks used in annual evaluations. Criteria for the evaluation of teaching, research, and service include but are not limited to the following: (The order of the listing does not reflect the relative importance)

### **1. TEACHING**

The department recognizes that good teaching is an art that resists objective analysis. To the extent possible, however, the evaluation of teaching is based on objective evidence, comments and formal assessment provided by other faculty members and by students, syllabi, examinations, and other class materials the faculty member may submit for review. This list of activities is not comprehensive. The activities have been ranked by the faculty and Chair.

### **Does Not Meet Expectations**

- Syllabi and course outlines submitted after the deadline(s)
- Unclear explanation of assignments
- Lack of punctuality in classroom attendance, grading assignments, etc.
- Unavailable to help students and colleagues
- Does not participate in the Department's assessment plan, as needed based on teaching assignments
- SAIs document inadequate impact on learning as indicated by an average (weighted according to number of student responses) below 3.0/4.0 of all teaching assignments taught during the evaluation period on each of the items 2, 3, 8, 10, and 11
- Areas of improvement documented for more than two semesters not improved or addressed

### **Meets Expectations**

- Innovation and introduction of new teaching techniques
- Evidence of scholarship and currency in the subject area
- Contributions to the overall teaching effectiveness of the department
- Participation in teaching development programs
- Giving guest lectures
- SAIs document adequate impact on learning as indicated by an average (weighted according to number of student responses) minimum 3.0/4.0 of all teaching assignments taught during the evaluation period on each of the items 2, 3, 8, 10, and 11
- Organization and planning of courses
- Evidence of careful preparation, documented by course outlines, and syllabi
- Clear and definitive explanation of assignments
- Ability to challenge and stimulate student interest
- Effective testing procedures
- Punctuality in classroom attendance, grading assignments, etc.
- Ability and willingness to help students and colleagues
- Participation in the Department's assessment plan, as needed based on teaching assignments
- Responds to areas of improvement

### **Exceeds Expectations**

- Publication of articles on teaching
- Design, testing, and non-peer-reviewed publication of new laboratory experiments, e.g. lab manuals(Re)Design of new courses and/or lab experiments
- Design curriculum enhancement efforts
- HIP designation for specific course
- HIP activity (in a course/lab or stand alone; does not require HIP funding)
- Consistently mentoring students in Scholars programs
- Consistently mentoring high school and/or undergraduate research students

- University and/or external teaching awards
- SAIs document exceptional impact on learning as indicated by an average (weighted according to number of student responses) minimum 3.5/4.0 of all teaching assignments taught during the evaluation period on each of the items 2, 3, 8, 10, and 11
- Leading departmental assessments
- Receiving internal and/or external funding for teaching related activities

## 2. CREATIVE AND SCHOLARLY ACTIVITY

The primary goal of creative and scholarly activities should be to provide UWF students with opportunities to gain advanced research experience in chemistry and/or related areas. Thus, activities conducted with UWF students are considered substantially more important than other research activities. The evaluation of creative and scholarly activities is based on the faculty member's published research and pertinent scholarly and creative activity, including work in progress. For evaluation ratings in the meet expectations category, the body of work in a given evaluation period must include several significant creative and scholarly activities and exceed expectations ratings require at least one outcome in the very significant category. This list of activities is not comprehensive. Actual ranking of the activities is the purview of the Chair, with the appropriate input from the faculty. The quality of each will be taken into consideration when determining the appropriate category for each activity – e.g. impact factor of journal, award rate of granting agency, dollar amount for grant/contract, individual contribution, leadership role, etc.

### *Very Significant*

- Published research papers in peer-reviewed national and international journals, (satisfactory examples include all ACS, RSC peer-reviewed journals)
- High-quality published research papers in peer-reviewed national and international journals may count for two very significant items, where the candidate makes the case and department-tenured faculty and chair agree
- Published chapters or books on specialized subjects
- Publishing an invited review article on a research-related topic
- Author or co-author on an issued patent
- Awarded external grants (as PI) with focus on PUI and known as high impact such as Eppley Foundation or Organic Synthesis
- External competitive grant(s) or contracts received (as PI) greater than \$20,000 annually
- External competitive grant(s) or contracts received (as co-PI) greater than \$50,000 awarded annually to the University
- Substantial external competitive grant (e.g., annual award to the University greater than \$100,000 as PI or co-PI) may count as up to two very significant items
- Serving as an editor for a journal or book
- Serving as a guest editor for a journal or book of high caliber

- National and/or International Awards of distinction related to discipline expertise or impact of work

One of the following (with subsequent items counting as significant)

- Submitted (as PI) external competitive grant (e.g. multi-year award of funding requested for greater than \$50,000)
- Oral presentation at a national-level conference within a subfield or discipline
- Invited research seminar

### ***Significant***

- Published papers of a non-peer reviewed or non-research type
- Presentation of research results at international, national or regional meetings (non-invited lecture or poster)
- Professional seminars or lectures
- Internal grants received
- Contracts received, external or internal, less than \$20,000
- Evidence of research and creative activities with UWF students which have not resulted in formal publication
- Evidence of continuing professional development; demonstration of creativity as an officer in the American Chemical Society or allied professional organization; as a program chairman; etc
- Submittal of external research grant proposals below the very significant standard
- Invited lectures to international, national, or regional meetings
- Invited technical seminars to international, national, or regional companies
- Serving as senior key personnel on funded grant proposal

### **3. SERVICE**

Finally, the faculty member's professional advising, and other professional service contributions to the department and university, to the public schools and other appropriate external groups and to the discipline at large are assessed. Listed below are some examples of significant service activities. Activities where the individual is in a leadership role or time devoted will warrant additional weight – very significant. For evaluation ratings in the meets expectations category, the body of work in a given evaluation period must include numerous significant service activities and exceeds expectations ratings require additional outcomes in the very significant category. This list of activities is not comprehensive. The actual ranking of the activities is the purview of the Chair, with the appropriate input from the faculty

#### ***Service to the Department***

- Contributions to the daily operation of the department, helping maintain laboratories, facilities, and equipment
- Service on department committees

- Outreach activities which promote the Department to the university or general community
- Recruiting, articulation, and general advising of chemistry students
- Serving as an adviser to the Student Affiliate American Chemical Society chapter at UWF
- Serving as Director of the Chemistry Scholars Program
- Serving as lab Coordinator (General or Organic)

### ***Service to the College and University***

- Active participation in college and university councils and committees.
- Service to High Schools and Community Colleges
- Working closely with local high school teachers, assisting whenever possible and helping to improve the quality of high school STEM programs
- Working closely with community colleges to solve articulation problems

### ***Community Service***

- Participation in the activities of the Pensacola Section of the American Chemical Society or other science-related boards, committees, panels, societies, etc
- Providing advice on chemical matters when requested by the media or the public
- Helping students with science fair projects
- Involvement in faculty development programs for community college and high school faculty
- Assisting local schools with textbook selection, examination preparation, and curriculum development
- Assisting in organizing district-wide activities such as mathematics or science contests, science fairs (as judges, etc.), and other science education activities

### ***Service to the Discipline***

- Participation in national scientific organizations
- Textbook, manuscript, and grant reviewing activity
- Organizing scientific meetings

## **L. Summer Supplementary Contract Opportunities**

- 1) Summer courses will be offered and scheduled on the basis of:
  - (a) Student program needs
  - (b) Enrollment projections
- 2) Faculty will be offered supplementary contracts based on:
  - (a) Area of specialization and qualifications to teach the courses offered.
  - (b) If more than one faculty member is qualified to teach a scheduled course, the supplementary appointments will be offered on a rotation basis.

Priority will be based on two factors: the length of the time since the last summer appointment and the number (fewest) of appointments within the previous five years.

#### **M. Cancellation of Classes**

Unless it is a last-minute emergency that prevents faculty from class attendance, it is not acceptable practice to cancel classes. Planned absences for professional conferences or other events not in the direct control of faculty should obligate good teachers to provide an appropriate substitute. Scheduling personal trips/vacations during periods when the university is in session as well as starting classes either a week late or ending them a week early to grade exams is not acceptable professional practice. Please strive to provide students with a full-time commitment in courses for which you are responsible. Guest lecturers or alternate assignments should be used to the extent possible.

### **APPENDIX**

#### **PERFORMANCE STANDARDS FOR EVALUATION**

The following categories will be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service.

- **Unsatisfactory:** Failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies
- **Does Not Meet Expectations:** Moderate progress toward long-term professional goals, but one or more minor weaknesses exist.
- **Meets Expectations:** Meets department standards for professional performance. No areas of weakness exist.
- **Exceeds Expectations:** Exceeds department standards for professional performance. Exceeds the standard for excellence in quality or quantity (or both).

#### **TEACHING**

In this performance area, the ratings in the first two performance categories (*unsatisfactory, does not meet expectations*) do not facilitate favorable tenure and promotion decisions or PTR reviews.

**Unsatisfactory:** Failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies. This performance level demonstrates *serious* problems in attaining success in teaching roles as reflected either by (1) a combination of *many* of the negative indicators, or (2) fewer but more *extreme* behaviors that produce substantial negative outcomes on students and their learning. In general, teaching performance is *well below* the department norms.

Indicators:

- Student evaluations document consistent and substantive problems
- Teaching philosophy missing, poorly articulated or poorly expressed in course activities and planning
- Syllabi fail to establish clear and relevant expectations or are not submitted by the deadline(s)
- Assessment practices are inadequate to support student learning and department needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair)
- Goals and course content reflect no continuous improvement efforts; no assistance rendered for the department assessment plan
- Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; disengaging, chaotic, or hostile classroom environment)
- Student support practices are unsound (e.g., late or absent for class, not responding to email, not keeping office hours, showing favoritism)
- Consistent and very negative ratings in advising, mentoring, and supervision of students' scholarly or creative activities
- Special teaching assignments (e.g., honors, capstone, general education) avoided or poorly executed
- Chronic academic integrity concerns were identified including evidence of disrespect for students and their rights
- Avoids teaching developmental experiences

**Does Not Meet Expectations:** Demonstrates some positive teaching outcomes but produces *major* areas for concern that have a moderately negative impact on students and their learning typically as reflected by a combination of several of the indicators below. In general, teaching performance is *moderately below* the department norms.

Indicators:

- Student evaluations document areas of concern indicated by below 3.0/4.0 average of all reported sections taught per year on each of the items 2, 3, 8, 10, and 11
- Teaching philosophy may not be clearly expressed in course planning and activities
- Unavailable during communicated office hours to help students
- Does not adequately support department initiatives (Chem Success)
- Syllabi needs to provide clearer and more appropriate expectations
- Assessment practices show some difficulty in supporting student learning and meeting department needs
- Goals and course content reflect limited continuous improvement effort
- Some pedagogical practices need attention
- Some student support practices need improvement
- Advising, mentoring, and student supervision practices need improvement
- Special teaching assignments (e.g., honors, capstone, general education) could be executed with greater competence

- Occasional challenges related to academic integrity, including disrespect for students and their rights
- Does not typically participate in teaching development activity

*Implication:* Requires major remedial work.

**Meets Expectations:** Demonstrates *consistent high-quality* teaching with positive outcomes for students as reflected by the indicators below. In general, excellence *meets* all or almost all the standard expectations for faculty who are successful in tenure and promotion and PTR decisions. Most teaching activities are documented as Meets Expectations.

Indicators:

- Student evaluations document consistently positive impact on learning indicated by a minimum 3.0/4.0 average of all reported sections taught per year on each of the items 2, 3, 8, 10, and 11
- Teaching philosophy provides the foundation for coherent course planning and activities
- Syllabi outlines comprehensive, clear, and appropriate performance expectations
- Assessment practices enhance student learning and contribute to department needs
- Goals and course content routinely provide evidence of continuous improvement effort
- Pedagogical practices facilitate optimal learning conditions
- Student support practices facilitate optimal student development
- Advising, mentoring, and student supervision practices receive a consistent favorable review
- Special teaching assignments (e.g., honors, capstone, general education) executed with expert skill
- Appropriate standards of academic integrity promoted, including respect for students and their rights
- Participates voluntarily in professional development activities to improve teaching quality and flexibility

*Implication:* Performance at this level justifies a favorable tenure and promotion and PTR decisions.

**Exceeds Expectations:** Demonstrates an *unusually high degree of quality* in teaching as shown by the following indicators that *build upon indicators for excellence*. In general, performance at this level *exceeds* department expectations for Meets Expectations activities and contains at least one activity rated Exceeds Expectations.

Indicators:

- Numerical student evaluation data document clear statistical exceptionality, indicated by a minimum 3.5/4.0 average of all reported sections taught per year on each of the items 2, 3, 8, 10, and 11

- Narrative statements emphasize powerful impact on learner or transformative learning experiences
- Teaching awards honor high-caliber of performance
- Leadership evident in the promotion of high-quality teaching and curriculum development in the department

*Implication:* Performance at this level easily justifies a favorable tenure and promotion and PTR decision.

## **SCHOLARSHIP AND CREATIVE PROJECTS**

**Unsatisfactory:** Failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies. Demonstrates only *minor* tangible progress toward executing a scholarly and creative agenda as shown by the indicators below. In general, scholarly and creative projects are *well below* the department norms.

Indicators:

- General focus of interest identified
- Evidence of some completion of the beginning stages of scholarly or artistic process (e.g., data collection, manuscript outline, artistic plan)
- Exploration of possible scholarly collaboration or resource network to help with a specific plan
- Professional organizations identified that will support scholarly and creative goals
- Appropriate professional educational opportunities (e.g., licensure, technology training, special educational opportunities) identified
- Sources of external support for scholarship or creative activities agenda identified and explored
- Judgment about ethical standards for scholarly and artistic production may be problematic at times
- Questionable time management strategies limit production

*Implication:* No support for tenure/promotion

**Does Not Meet Expectations:** Demonstrates *moderate* tangible progress in scholarship or creative activity agenda as shown by the indicators below but work falls *moderately below* department standards of excellence.

Indicators:

- Specific scholarly agenda or creative plan identified, including appropriate timelines and preferred dissemination or display venues
- Scholarly and creative projects completed but falls short of rate of department standards related to the rate of completion or quality of dissemination venue
- Completed projects suggest the potential for significant, high-quality scholarship over the candidate's career.

- Appropriate professional educational opportunities pursued
- Involvement with professional organizations that will support scholarly or creative goals
- Adheres to relevant ethics conventions for scholarly and creative projects
- Reasonably effective time management strategies

*Implication:* No support for tenure/promotion but shows future productivity promise.

**Meets Expectations:** Demonstrates *satisfactory* execution of scholarship or creative activity agenda as shown by the indicators below. In general, scholarly and creative projects *meet* the standards of the department.

Indicators:

- Refined scholarly agenda or creative plan well suited to a regional comprehensive university context
- Scholarly and creative agenda includes and/or supports undergraduate students
- Meets department production targets for both quantity and quality of scholarship
- Favorable review by and respect from the majority of colleagues in the department for scholarly and creative works
- Potential for wide recognition of quality outside of the University
- Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion
- External support captured to facilitate scholarship or creative activities agenda
- Highly skilled application of ethical conventions in the discipline
- Grants developed and submitted to capture external support
- Skilled time management facilitates the success of scholarly agenda or creative plan

*Implication:* Performance at this level facilitates favorable promotion/tenure and PTR decisions

**Exceeds Expectations:** Demonstrates an *unusually high degree* of skill in the design and execution of scholarly and creative projects as shown by the indicators below *that build upon the indicators for excellence*. In general, this performance *exceeds* department standards for excellence.

Indicators:

- Both quantity and quality measures clearly exceed department expectations
- National or international audience
- National or international recognition earned for quality
- Awards received for scholarly or creative projects
- Strong record of grant pursuit, grant awards, successful completion, and dissemination of results
- Campus and/or disciplinary leadership in promoting scholarly and creative projects

*Implication:* For tenure track/tenured faculty appointments performance at this level easily qualifies for favorable promotion and tenure and PTR decisions. For *research* faculty appointments, performance at this level is required for appointment to professor. *Research* faculty are those with a reduced teaching load, specifically for the purposes of research productivity, for more than one semester during the evaluation period.

These Bylaws were revised and approved by the Chemistry faculty on February 29, 2024