

1
2 Indiana State University
3 Department of Chemistry and Physics
4 Bylaws and Governance Provisions
5
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7 **Article 1: Membership, Voting, and Bylaws**
8

9 1.1 Membership

10 The *regular faculty* of the Department of Chemistry and Physics consists of those who hold
11 tenured, tenure-track, or instructor appointments in Chemistry or Physics.
12

13 1.2 Voting and Voting Rights

14 Only the regular faculty of the Department have the right to vote. Voting is customarily
15 indicated by a show of hands; however, a voting member may at any time direct the
16 Chairperson to conduct a vote through a secret ballot. Ballots will be counted by the
17 Recording Secretary and one other voting member (excluding the Chairperson). The
18 Department Chairperson votes only in the event of a tie.
19

20 1.3 Amendment of Bylaws

21 Revisions to the Bylaws, to Departmental Committee guidelines, and to the Department's
22 Personnel Evaluation Criteria Document (including guidelines for tenure, promotion, and
23 merit evaluation) must be approved by a two-thirds majority of the regular faculty
24 (excepting the Chairperson and any faculty member on an administrative appointment).
25
26

27 **Article 2: Faculty Meetings**
28

29 2.1 Quorum

30 A quorum at faculty meetings is defined as a majority of the regular Chemistry and Physics
31 faculty. In computing this majority, those faculty members on leave, on full-time
32 administrative appointment, and the Department Chairperson are excluded.
33

34 2.2 Program meetings

35 Matters concerning only one program (i.e., Chemistry or Physics) may be discussed by a
36 subset of the faculty consisting of all the regular members of that program. An ad hoc
37 recorder for meeting minutes will be appointed when necessary.
38

39 2.3 General Rules of Order

40 Faculty meetings will be conducted in conformity with *Robert's Rules of Order Newly*
41 *Revised*. A copy of *Robert's Rules* will be kept in the Department office. Following
42 consensus, local custom may prevail over some Robert's Rules provisions; however, a
43 voting member can direct the Chairperson to observe a particular provision.

1
2
3 2.4 Approval

4 Subject to a quorum, a majority of the voting members in attendance is required to approve
5 a motion. Votes will be tallied by the Recording Secretary along with one other regular
6 member.
7

8 2.5 Frequency and Protocol

9 The Department Chairperson will convene at least three faculty meetings every semester.
10 It is expected that one week's notice be given. At an early meeting departmental
11 committees will be established for the academic year. At this time, committee chairs will
12 be solicited. The Chairperson will distribute an agenda, the draft minutes of the previous
13 meeting, and any supporting documentation to the regular faculty at least three days prior
14 to a meeting. The Chairperson will endeavor to identify a regular meeting time during
15 normal hours that does not interfere with assigned teaching schedules. All regular faculty
16 members are expected to attend faculty meetings unless they are on sabbatical leave or are
17 required to be elsewhere on official university business. It is considered normal practice
18 for a faculty member to notify the Chairperson in advance if he or she cannot attend a
19 meeting.
20

21 2.6 Minutes

22 The Recording Secretary is a regular member of the Chemistry or Physics faculty appointed
23 by the Department Chairperson at the beginning of the Fall Semester, and serves for a
24 period of one academic year. The Secretary records the minutes of faculty meetings and
25 provides a draft minutes to the Chairperson, who reviews them for accuracy. The Secretary
26 then distributes the draft minutes to regular faculty. Additions and corrections may be sent
27 to the Secretary, who, if there are substantive revisions, provides a final draft at the next
28 faculty meeting. After approval, the minutes are distributed to the faculty, and a copy is
29 placed on file in the Department Office.
30

31
32 **Article 3: Standing Committees and Other Service Assignments**
33

34 The Department will have nine standing committees: (1) Curriculum Committee, (2) Personnel
35 Committee, (3) Assessment Committee, (4) Chemical Instrumentation Committee, (5)
36 Undergraduate Research Committee, (6) Biennial Review Committee, (7) Scheduling Committee,
37 (8) Awards Committee, and (9) Safety Committee. At its first meeting of the calendar year, each
38 committee will select a chairperson if one has not been agreed upon previously. All members of
39 the regular faculty are eligible to serve on departmental committees.
40

41 3.1 Curriculum Committee

42 The Chemistry Curriculum Committee consists of four regular faculty members. One
43 committee member will serve as chairperson. The Physics Curriculum Committee consists

1 of all regular Physics faculty. The committees' responsibilities include (1) consideration
2 and review of proposals for course/program changes including elimination, (2) periodic
3 review of the Catalog with respect to program content and description, and (3)
4 consideration of other curricular matters brought before it by the faculty or the Department
5 Chairperson.
6

7 The Department Chairperson will decide whether decisions of the Curriculum Committee
8 require a vote of the full (disciplinary) faculty, or will be sent forward directly from
9 committee. It is expected that minor and noncontroversial changes in curriculum will not
10 be an action item on the agenda at a full faculty meeting. The Curriculum Committee will
11 maintain a record of decisions that affect curriculum at the catalog level and will forward
12 this record to the Department Office.
13

14 3.2 Personnel Committee

15 The Personnel Committee consists of all tenured faculty members. The Committee will
16 follow the Department's policy regarding promotion and tenure decisions as set forth in
17 Sections II-IV of the Department's Personnel Evaluation Criteria Document. In accord
18 with this document, different subsets of the Committee act on promotion to the associate
19 professor and full professor levels. The Committee will receive, process, and evaluate all
20 applications for promotion and/or tenure. The Committee will also review reappointments
21 for non-tenured faculty. The Committee will communicate the results of its deliberations
22 to the Chairperson in a timely fashion in consideration of deadlines.
23

24 3.3 Assessment Committee

25 The Chemistry program and the Physics program each have an Assessment Committee.
26 Each committee consists of two members of the regular faculty. The committees conduct
27 an annual review of learning outcomes of the program. This may necessitate collection of
28 data or samples of student work, with which faculty are expected to cooperate. After
29 analysis of the results, the committees also make recommendations for curriculum change
30 that would result in improved learning outcomes. The results are reported to the whole
31 faculty annually at a regular faculty meeting, as well as to the University Assessment
32 Coordinator.
33

34 3.4 Chemistry Instrumentation Committee

35 The Chemistry Instrumentation Committee consists of at least two regular faculty members
36 of the Chemistry faculty. The Committee identifies needs, prioritizes requests for major
37 equipment purchases, and reports to the Chairperson. The Chairperson solicits requests
38 from faculty for expenditures from the annual equipment allocation and the Committee
39 assists in prioritizing these requests.
40

41 3.5 Undergraduate Research Committee

42 The Undergraduate Research Committee consists of three faculty and will consider issues
43 and make recommendations regarding undergraduate research in the Department.

1
2 3.6 Biennial Review Committee

3 The Biennial Review Committee consists of three members, including at least one
4 tenured/tenure-track member of the Chemistry faculty and at least one tenured/tenure-track
5 member of the Physics faculty. The three members of the Committee are elected by the
6 members of the faculty who will undergo evaluation. Each faculty member votes for three
7 colleagues to serve on the Committee. The tenured/tenure-track member of the Chemistry
8 faculty receiving the most votes, the tenured/tenure-track member of the Physics faculty
9 receiving the most votes, and the member of the remaining faculty receiving the most votes
10 will serve together on this Committee.

11
12 3.7 Scheduling Committee

13 The Chemistry and Physics programs have separate Scheduling Committees. In
14 Chemistry, the Scheduling Committee consists of the Department Chairperson and two
15 regular faculty appointed by the Chairperson. In Physics, the Committee consists of the
16 Chairperson and a member of the Physics faculty. The Scheduling Committee has
17 responsibility for input into teaching assignments and course loads. The Chairperson
18 consults with the Committee as part of the process of submitting class schedules.

19
20 3.8 Awards Committee

21 The Chemistry and Physics programs have separate Awards Committees. In Chemistry,
22 the Awards Committee consists of academic advisors; the Physics Awards Committee is a
23 committee of the whole. These committees meet annually to collect information about
24 students eligible for scholarships and awards and determine allocations of available
25 funding for these awards.

26
27 3.9 Safety Committee

28 The Safety Committee consists of three members. Its responsibilities include advising the
29 Department on best practices and policies that will establish and sustain a safe working
30 environment in the teaching and research laboratories. The Committee will periodically
31 assess existing policies and laboratory working conditions to ensure that measures are
32 taken to minimize hazards.

33
34 3.10 Ad hoc Committees

35 The Chairperson may request that faculty serve on ad hoc committees as the need arises.
36

37 3.11 Other Service Assignments

38 The Chairperson solicits and appoints, with approval from the Personnel Committee,
39 faculty to serve in various capacities in the Department and the College. Faculty Search
40 Committees are appointed by the Chairperson, and follow procedures outlined in Article
41 5.

1 **Article 4: Policy Statements**

2
3 4.1 Nature of Laboratory Courses

4 Laboratory courses engage students in hands-on experiments involving direct manipulation
5 of materials. Computer simulations in these courses are acceptable when (1) the objectives
6 of a laboratory assignment are better achieved through simulation of data or processes than
7 through hands-on experimentation, (2) simulations reflect contemporary practice in the
8 discipline, (3) simulations augment hands-on experimentation, or (4) hands-on
9 experimentation is precluded by factors such as excessive cost or unacceptable risk of
10 injury.

11
12 4.2 Lecture/Lab Enrollment

13 A degree-seeking student who seeks to register for coupled lecture/laboratory courses is
14 required to register in both courses in the same term unless the student successfully
15 completed the lecture or laboratory in a prior term. A student who is currently enrolled in
16 coupled lecture/laboratory courses is required to drop both courses if he or she drops the
17 lecture. In certain circumstances, a student who is currently enrolled in coupled
18 lecture/laboratory courses can drop the laboratory while retaining the lecture if approved
19 by the Chairperson.

20
21
22 **Article 5. Guidelines for Hiring New Faculty**

23
24 5.1 Development Plans of the Department

25 The Department's teaching and curricular needs, along with the regular faculty's
26 perceived objectives of ensuring both broad-based coverage in research and scholarship
27 activity and, when appropriate, a focus on an area of extant strength, will be used to
28 determine the specialty in which a search for a new regular faculty member will be
29 conducted. The specialty will be approved by majority vote at a faculty meeting.

30
31 5.2 Educational Background

32 A candidate for a regular faculty position should have a Ph.D. in chemistry or physics or a
33 terminal degree in a closely related discipline from an internationally recognized
34 institution. An "all but dissertation" (ABD) candidate can be considered and provisionally
35 offered a faculty position, but he/she must complete the terminal degree within twelve
36 months of the initial appointment. A candidate for a temporary faculty position should
37 have a master's degree in chemistry, physics, or a closely related discipline, or an
38 undergraduate degree plus eighteen graduate-level credits in chemistry, physics, or closely
39 related disciplines. Faculty who do not have a terminal degree will generally be limited to
40 teaching Foundational Studies lecture courses and 100-level laboratory courses.

41
42 5.3 Teaching Effectiveness

1 The candidate's commitment to undergraduate education is essential, and the requisite
2 communication skills must be made evident. Thus, during the interview, the candidate will
3 present a seminar through which these skills and overall technical knowledge will be
4 assessed.

5 6 5.4 Collegiality

7 The candidate must evince a strong commitment to making contributions to the quality of
8 academic life in the Department. This willingness and ability to participate in and
9 contribute to such activities will be discerned during the interview process.

10 11 5.5 Research/Scholarship

12 The candidate for a tenured or tenure-track faculty position must exhibit a firm
13 commitment to the undergraduate-focused research activities of the Department. The
14 candidate should have a convincing record of research training and accomplishments,
15 including publications in the peer-reviewed scientific literature. Postdoctoral experience
16 is highly desirable. Junior-level candidates must show the potential to develop a productive
17 research program with the goals of publishing research or scholarly articles in recognized
18 journals, attracting extramural funding, and involving undergraduate students. Senior-
19 level candidates must have a significant record of sustained accomplishments in
20 educational and scholarly activities, as manifest by publications and extramural grants, and
21 show considerable service experience on departmental and college-level committees.

22 23 5.6 Hiring Procedure

24
25 The following procedure will be used for all searches for regular faculty. The procedure by which
26 temporary faculty are hired is at the discretion of the Department Chairperson, although faculty
27 input is recommended. The procedure describes only processes internal to the Department, but all
28 steps must be conducted in compliance with guidelines and procedures mandated by the Office of
29 Human Resources.

30 31 A. Search Committee

32 The Department Chairperson will select the search committee chairperson, and together
33 they will identify a potential search committee of regular faculty members, taking into
34 consideration the teaching focus of the position under hire and, when appropriate, research
35 expertise desired of candidates for the position. The committee should usually consist of
36 3-4 members in addition to the chairperson, and the slate should be reasonably diverse in
37 terms of faculty rank, gender, and ethnicity. The slate will be discussed and the final
38 composition of the search committee approved by majority vote at a faculty meeting. The
39 search will be conducted by the search committee, in consultation with the Department
40 Chairperson.

41 42 B. Advertising the Position

1 The advertisement for the open faculty position will be developed by the search committee,
2 in consultation with the Department Chairperson, and will specify the nature of the position
3 along with required and desired qualifications.
4

5 C. Selection of Candidates to Interview

6 The search committee will review the pool of applicants and select candidates for phone
7 and, ultimately, on-campus interviews. The Department Chairperson may review materials
8 for all applicants and provide input to the search committee concerning the selection of
9 candidates for either type of interview, but the committee is ultimately responsible for
10 choosing candidates to interview. The committee will provide to the Department
11 Chairperson the list of candidates selected for phone interviews and, later, for on-campus
12 interviews.
13

14 Application materials, including letters of recommendation, may only be shared with non-
15 search committee members of the Department for those candidates invited for on-campus
16 interviews.
17

18 D. Phone and On-Campus Interviews

19 The search committee will conduct phone interviews, and the Department Chairperson may
20 be invited by the committee chairperson to participate in these interviews if the committee
21 desires.
22

23 The committee chairperson will plan and schedule the on-campus interviews. Prior to each
24 on-campus interview, the candidate's CV and other application materials will be made
25 available to all members of the Department. The committee chairperson should make an
26 effort to enable as many faculty as possible to interact with each candidate during the
27 interview, in settings such as meals, one-on-one or small-group meeting times, and travel
28 to or from the airport. The chairperson should schedule the candidate's seminar at a time
29 when as many faculty as possible can attend, and all faculty should make an effort to attend.
30

31 E. Recommendation for Hire

32 At the conclusion of the on-campus interviews, the committee chairperson will, in writing,
33 solicit comments and feedback from the faculty and provide a means by which comments
34 can be delivered anonymously. The committee chairperson, or full search committee, will
35 also meet with the Department Chairperson to obtain his/her input. Taking into
36 consideration the input from faculty and the Department Chairperson, the search committee
37 will then rate each candidate as acceptable or not, and rank those deemed acceptable. The
38 committee chairperson will inform the Department Chairperson of the candidate
39 recommended for hire (the highest ranking candidate). If the Department Chairperson
40 disagrees with the committee's recommendation, an attempt must be made to reconcile the
41 difference. If attempts at reconciliation do not lead to an agreement, a meeting of the
42 Department Chairperson, committee, and Dean must be arranged to achieve a resolution.
43

1 The Department Chairperson, upon approval of the Dean, will offer the position to the
2 candidate selected for hire. The Chairperson will, in consultation with the Dean, negotiate
3 the terms of employment, including starting salary and, where appropriate, research startup
4 package.
5
6

7 **Article 6. Promotion and Tenure Guidelines**

8

9 **6.1 Criteria for the Recommendation for Tenure and Promotion to Associate Professor**

10

11 The two most significant criteria for evaluating the candidate for tenure and promotion to the rank
12 of Associate Professor are teaching effectiveness and research/scholarship productivity. The
13 candidate must have documented evidence of consistent and satisfactory performance with respect
14 to these two criteria. While effective teaching and productive research/scholarship are the primary
15 criteria for tenure and promotion, it is also expected that the candidate will have been involved in
16 service activities. Candidates who do not perform satisfactorily in these three domains should not
17 expect a favorable recommendation for tenure and promotion.
18

19 **A. Teaching**

20

21 1. With respect to teaching the candidate will be evaluated in terms of:

- 22
- 23 a. The ability to communicate ideas and concepts clearly and in ways that students
24 understand;
 - 25 b. The ability to manifest a general sensitivity and responsiveness to the needs of students
26 along with a pattern of seeking good rapport with students;
 - 27 c. The fulfillment of administrative responsibilities related to the candidate's teaching
28 assignments.
29

30 2. The evaluation of teaching effectiveness will be based on the following components:

- 31
- 32 a. Summaries and transcribed comments of the departmental Student Opinion Surveys of
33 lecture and laboratory courses taught;
 - 34 b. Course syllabi, exams, grade distributions, and other relevant material and information;
 - 35 c. Reports of classroom visits by tenured members of the Department. These visitations are
36 to be arranged by the chairperson of the Personnel Committee;
 - 37 d. Documentation of research opportunities for students sponsored by the candidate;
 - 38 e. Documents or reports that might be in the possession of the Chairperson that are deemed
39 to be relevant to the teaching performance of the candidate.
40

41 **B. Research/Scholarship**

42

1 1. It is expected that the candidate will have been actively engaged in research for the purpose of
2 (a) improving his/her effectiveness as a teacher/scholar, (b) generating new knowledge, (c)
3 developing skills that are commensurate with contemporary practices, and (d) actively involving
4 students in collaborative research (i.e., providing experiential learning opportunities for students).
5 An emphasis should be placed on the development of a reputation in the field of specialization,
6 and this external visibility, whether through published articles or books or outside lectures, is
7 considered to be an important component of the tenure evaluation by the Department.

8
9 2. Recognition will be given to the research contribution of the candidate whether made
10 individually, made as a member of a group, or through supervision of student research. In the case
11 of contributions made to a group effort, clear evidence of the candidate's unique and active role
12 must be presented.

13
14 3. The primary basis for evaluating research/scholarship activity will be the quantity and quality
15 of peer-reviewed publications. In this regard a sustained and reasonable level of productivity that
16 is commensurate with available resources is expected. The candidate is expected to have three
17 publications accepted in recognized peer-reviewed journals. In addition, either a fourth peer-
18 reviewed publication or four student presentations at regional or national meetings (an average of
19 one student presentation per year) is required. At least one peer-reviewed publication should
20 include student coauthors. Other appropriate examples of productivity are presentations of talks,
21 poster papers at professional meetings and seminars at other universities or institutions. Reports
22 of research carried out by students, and published or written reports of new educational protocols
23 for teaching lectures or laboratories are other components of productivity.

24
25 4. Ancillary documentation that is relevant to research/scholarship, and which should be used in
26 tenure evaluation, consists of descriptions of intramural and extramural grant application, grants
27 or contracts awarded, and their interim or final reports. Other material, such as referees' reviews
28 of the candidate's manuscripts, proposals, books, etc. may be submitted.

29 30 C. Service

31
32 It is expected that the candidate will become involved in service activities. These activities should
33 include service to the Department and typically to a lesser extent, service to the College and/or
34 University. Academic advising is considered an important service contribution to the Department,
35 College, and University. Service to the candidate's profession through activity in one or more
36 professional societies, or service as a referee for professional publications and funding agencies
37 are also viewed as highly desirable. Community engagement at the local, regional, or broader
38 levels in various discipline-related ways is also a desirable form of service. For example, this may
39 take the form of rendering expertise or services to external agencies, companies, or non-profit
40 organizations, or participating in activities designed to educate the public about issues related to
41 the candidate's profession.

1 6.2 Criteria for the Recommendation for Promotion to Professor

2
3 The same qualities and criteria associated with promotion to the rank of Associate Professor with
4 tenure are applied to promotion to the rank of Professor. In this case, however, the Department
5 looks for evidence of the professional maturation of the candidate as a teacher, scholar and
6 colleague. During the time period since promotion to Associate Professor, the candidate's record
7 of teaching, research/scholarship, and service should show a sustained level of contributions in
8 each of the three domains to the academic mission of the Department, College, and University.

9
10 A. Teaching

11
12 The evidence of substantial and effective teaching may include revisions which improve the
13 quality of existing courses, major curricular development in lecture or laboratory courses,
14 development of new courses, development of new experiments for existing laboratory courses, or
15 providing undergraduate students with meaningful experiential learning opportunities. Sustained
16 performance in teaching means the candidate consistently performs at a satisfactory level with
17 regard to communicating ideas and concepts clearly in the classroom, manifesting a general
18 sensitivity and responsiveness to the needs of students, and carrying out the administrative duties
19 associated with all assigned courses. This information should be evident from student and peer
20 evaluations. Excellence in teaching performance must be demonstrated by consistently favorable
21 peer and student evaluations, and may include recognition of teaching by being nominated for
22 and/or receiving a local, regional, or national teaching award.

23
24 B. Research/Scholarship

25
26 Substantial accomplishment and sustained performance in research/scholarship means that there
27 has been a pattern of ongoing professional growth through research publications, grant
28 applications, and other scholarly works. This pattern may be demonstrated by a subset of the
29 following components. Excellence in research/scholarship must be demonstrated by
30 accomplishment of components 1-4 and either 5 or 6.

- 31
32 1. Professional recognition at the national level.
33 2. A minimum of four publications in peer-reviewed journals of high quality, such as those
34 associated with professional societies. The candidate should be the primary author on at least
35 two of these publications. For coauthored publications, a letter from the corresponding author
36 describing the contributions of the candidate should be provided.
37 3. Presentation of a seminar to an external academic or industrial/business audience.
38 4. At least three oral or poster presentations at regional or national scientific meetings for which
39 the candidate is the primary author.
40 5. Submission as the principal or co-principal investigator of a least one external grant proposal
41 to a national or federal agency. A resubmission of a grant is acceptable.
42 6. Procurement of funding internally, or from a regional or local agency, as the principle
43 investigator.

1
2 C. Service

3
4 Sustained performance in service means the candidate has a record of active participation in
5 service at the Departmental level which is maintained consistently over time. To be considered
6 to have an active and substantive service record, the candidate must serve on multiple
7 Departmental committees, and either have service roles at the College/University level or be an
8 academic advisor. Academic advising is a valuable service contribution to the Department,
9 College, and University. Academic advising of about 12 majors may be considered the
10 equivalent of serving as an ordinary member on one departmental standing committee.
11 Excellence in service must be demonstrated by taking a leadership role in service in at least two
12 of the three levels (Department, College, or University) and by performing at least two of the
13 following other highly desirable forms of service: 1) academic advising; 2) service to a
14 professional organization at the local, regional, or national level; 3) service as a referee for
15 professional publications or funding agencies; 4) service on an editorial board or performance of
16 editorial duties for a professional or scholarly journal; and 5) community engagement in various
17 discipline-related ways.

18
19 6.3 Candidates eligible for promotion to the rank of Associate Professor or Professor may choose
20 to include in their promotion dossier comments on their research/scholarship provided by external
21 referees. The candidate seeking external evaluation must inform the Chairperson at least two
22 months prior to the date the dossier is due to the Department Committee. The candidate will
23 furnish the names and addresses of at least four persons who may be called upon to comment on
24 the candidate's qualifications for promotion to the rank of Associate Professor or Professor in
25 regard to the Department's research/scholarship criteria as stated above. The appropriate
26 Department Personnel Committee will develop a list of four referees, of which at least two are of
27 the candidate's choosing. It is intended that these referees be experts in the same field of
28 research/scholarship as the candidate, and that referees from the professoriate be from comparable
29 academic institutions (on the departmental level). These letters are to be regarded as confidential,
30 but will become part of the candidate's promotion dossier.

31
32 6.4 Criteria for the Recommendation for Promotion to Senior Instructor

33
34 The primary criterion for evaluating the candidate for promotion to Senior Instructor is teaching
35 effectiveness. The candidate must have documented evidence of sustained success in teaching over
36 the candidate's period of employment at ISU. Evidence of significant curricular development (of
37 lecture or laboratory courses) and/or attending teaching or other professional development
38 workshops/conferences is desirable. With the exception of any requirement that the candidate has
39 provided research opportunities to students, the evaluation of teaching effectiveness will be based
40 on components associated with promotion to the rank of Associate Professor. Evidence of
41 achievement in research, scholarship, creative activity, and/or service is valued, but only required
42 if such activities were contractual expectations of the Instructor.

1 6.5 Criteria for the Recommendation for Hiring Senior Faculty with Tenure

2
3 For candidates who seek tenure within the first year of hire, letters of recommendation will serve
4 in lieu of external reviews. Likewise, the candidate's curriculum vita and application material will
5 serve as the candidate's portfolio that will be evaluated by the personnel committee. The personnel
6 committee will consist of all departmental faculty of the same rank or higher than the candidate.
7

8
9 **Article 7. Biennial Review Procedure and Criteria**

10
11 The composition of the Biennial Review Committee is described in Article 3.6. After receiving
12 the biennial performance evaluation reports and weights from the faculty, each member of the
13 Biennial Review Committee will independently develop numerical ratings for each faculty
14 member for each of three categories (teaching, research/scholarship, and service).
15

16 Faculty will be evaluated in each of the above categories using the following rating scale:
17

excellent	0.9
very good	0.7
good	0.5
fair	0.3
poor	0.1
no contribution	0.0

18
19 The Biennial Review Committee will meet to discuss any gross discrepancies in their individual
20 evaluations before any normalization and averaging is performed.
21

22 The following guidelines will be used by the Committee members for the basis of their evaluations:
23

24 **A. Teaching**

25
26 A faculty member will be deemed to have made a good contribution in this category if she/he has
27 done a generally satisfactory job in discharging her/his assigned teaching duties in lecture and
28 laboratory courses. Thus, a person who has neither shown evidence of extra contributions or
29 performance in that assignment, nor generated undue critical comments by faculty or students
30 about her/his teaching responsibilities, will be rated as good in the teaching category.
31

32 A person who fails to meet the nominal assigned teaching responsibilities, or has been unwilling
33 to redress previously identified problems or deficiencies in teaching methods or content, will be
34 rated as poor in this category.
35

36 A person who shows an unusually strong commitment to teaching that is manifest by especially
37 effective communication skills in the classrooms and/or laboratory, who makes a significant

1 contribution to the development of the curriculum, such as updating extant courses or developing
2 new courses, who institutes new teaching techniques, and/or who provides meaningful experiential
3 learning opportunities for students will be rated as excellent in the teaching category.
4

5 B. Research/Scholarship 6

7 In this category, one seeks evidence of activity that leads to the creation of new knowledge or
8 ideas. If a person has received a “reduced load” to foster such activity, the committee seeks
9 reassurance that this time has been constructively spent. In this context, activity in
10 research/scholarship will be considered good if, through the submission of a biennial report, a
11 faculty member shows that that time has been used conscientiously, and that reasonable progress
12 has been made in research or scholarship projects. Activity in these projects can be individual,
13 collaborative, or with students.
14

15 A poor rating in this category is associated with the case in which a person’s biennial report of
16 research/scholarship activities fails to convince a Committee member that even a minimum
17 amount of progress has been made in carrying out such projects.
18

19 An excellent rating in research/scholarship pertains to the situation in which considerable tangible
20 evidence of productivity is presented. Examples of this evidence consist of the publication of
21 research articles in primary research journals, the award of a research grant or contract,
22 presentations of research at other universities or professional meetings, the publication of
23 pedagogical material, the award of grants in support of original pedagogical projects, and/or
24 student presentations at local, regional, and national meetings.
25

26 C. Service 27

28 All faculty members evaluated by the Biennial Review Committee are expected to have
29 contributed to the improvement of the quality of professional life at the University. Various forms
30 of community engagement, e.g. contributions of a professional nature to the community, such as
31 schools and industry, are also considered as appropriate service activities. Academic advising of
32 students should be considered an important service activity. A good service rating corresponds to
33 a reasonable level and quality of satisfactory work on Departmental, College, or University
34 committees, or work on individually motivated projects. A poor rating pertains to the case in
35 which a faculty member shows less than a minimal amount of service contributions during the
36 evaluation period.
37

38 An excellent service rating corresponds to a faculty member’s making outstanding contributions
39 to the Department or University. Some examples include serving as chairperson of an important,
40 highly visible committee, significant effort in recruiting undergraduate students, an activity that
41 clearly results in the improvement of the overall quality of professional life in the Department or
42 University, and/or successful attempts to engage the local community in constructive professional
43 relationships.

1
2 D. Computation of Category Ratings

3
4 Because the Biennial Review Committee members will have, in general, different standards, each
5 member's raw evaluation ratings in each category will be normalized to ensure a common
6 quantitative basis for comparison. The normalization of each Committee member's ratings is
7 accomplished by dividing the evaluated faculty members' raw ratings in a particular category by
8 2.0 times the average rating in that category. That is, a faculty member's normalized rating, \tilde{R}_i ,
9 is calculated from her/his raw rating, R_i , as

10
11
$$\tilde{R}_i = \frac{R_i}{2R_{ave}}$$

12
13 where R_{ave} is the average of the raw ratings over all faculty members. (Note that a raw rating of
14 0.0 is not included in the calculation of the average rating if the faculty member's weight in the
15 category is 0%.)

16
17 The rating of a faculty member in a given category is the average of the normalized ratings of the
18 Committee members (Committee members do not evaluate themselves.) For example, the three
19 Committee members' evaluations of six faculty members in one category may be as follows:

20

Committee Member	I		II		III		
Faculty member	R_i	\tilde{R}_i	R_i	\tilde{R}_i	R_i	\tilde{R}_i	Mean \tilde{R}_i
1	0.90	0.78	0.80	0.67	0.80	0.69	0.71
2			0.70	0.58	0.60	0.52	0.55
3	0.50	0.43	0.40	0.33	0.50	0.43	0.40
4	0.30	0.26			0.30	0.26	0.26
5	0.40	0.34	0.40	0.33			0.34
6	0.80	0.69	0.70	0.58	0.70	0.60	0.63
Mean	0.58	0.50	0.60	0.50	0.58	0.50	0.48

21
22 A "mean \tilde{R}_i " value given in the last column is the average of the three (or two) normalized ratings
23 determined by the Committee members. These "mean \tilde{R}_i " values serve as category ratings for the
24 faculty members undergoing review.

1 In accord with the University prescribed biennial review procedure, the effort of each faculty
 2 member in each category (teaching, research/scholarship, and service) will be characterized as
 3 “meets expectations” or “does not meet expectations” based on the category ratings of this table.
 4 The Committee will determine, after reviewing the mean ratings for all faculty, the threshold value
 5 for meeting expectations in each category.

6
 7 E. Weights and Computation of Overall Ratings

8
 9 The Committee calculates an overall rating for each faculty member. This value is a weighted-
 10 average of the category ratings for the faculty member’s teaching, research/scholarship, and
 11 service. The faculty member selects her/his own weights, subject to the following constraints:

- 12
 13 1. The sum of a faculty member’s weights must equal 100%.
 14
 15 2. The teaching weight is nominally a calculated quantity equal to the average number of
 16 equivalent hours taught over the four semesters of the biennial evaluation period divided by 15.
 17 As approved by the College, each contact hour in lecture is one equivalent hour, each contact hour
 18 in laboratory is three-quarters equivalent hour, and each 75 minutes in a workshop experience is
 19 one equivalent hour. Up to 20% of the calculated teaching weight (equal to three equivalent hours)
 20 can be shifted to research/scholarship or service. Because teaching is the primary mission of the
 21 Department, the teaching weight must equal or exceed 30%.
 22
 23 3. The research/scholarship weight can be any value between 20% to 60%. Lower weights are
 24 allowed for tenured/tenure-track members of the faculty if her/his teaching weight exceeds 60%.
 25 In this case, her/his research/scholarship weight must equal or exceed one-half of the difference
 26 between 100% and her/his teaching weight. There is generally no research/scholarship expectation
 27 for an instructor, so her/his weight in this category may be 0%, although higher weights can be
 28 selected if desired.
 29
 30 4. The service weight can be any value between 20% and 40%. Lower weights are allowed,
 31 subject to the three constraints listed above.

32
 33 Exceptions to these constraints must be approved by the Chairperson, and potentially by the Dean
 34 of the College. Exceptions will only be considered when special circumstances arise, such as
 35 sabbatical leaves, research buyouts, and reassigned time for the College or University.

36
 37 For example, overall ratings for six faculty members may be evaluated as follows:
 38

Faculty Member	Teaching		Research/ Scholarship		Service		Overall Rating
	Rating	Weight	Rating	Weight	Rating	Weight	

1	0.71	100%	0.00	0%	0.00	0%	0.71
2	0.55	60%	0.30	10%	0.80	30%	0.60
3	0.40	60%	0.60	30%	0.45	10%	0.47
4	0.26	80%	0.60	10%	0.71	10%	0.34
5	0.34	90%	0.00	0%	0.36	10%	0.34
6	0.63	80%	0.50	10%	0.18	10%	0.57

1
2 A faculty member must undergo biennial review to be considered for merit pay. Merit pay
3 recipients will be chosen based on the overall rating, but only faculty who are meeting expectations
4 in all relevant categories will be eligible for merit pay. Based on the overall ratings of these faculty,
5 the Committee will identify a select group of faculty (but no more than a third of the faculty) who
6 contributed exceptionally in the previous biennium, and the merit pay pool will be divided equally
7 among them. When three or more faculty are recognized for exceptional contributions, it is
8 recommended that at least one be an Instructor. However, this is left to the discretion of the
9 Committee, contingent upon the merits of the eligible faculty in a given biennium.

10 11 12 **Article 8. Faculty Teaching Loads**

13
14 Teaching loads in the Department reflect the mission of providing robust degree programs in
15 chemistry and physics, preparing students to pursue careers as scientists, engineers, teachers, and
16 health professionals, and contributing to the scientific literacy of students through the Foundational
17 Studies Program. Teaching loads are established to ensure that the Department can deliver a
18 schedule of courses that adequately supports this mission and reasonably addresses the demand
19 for seats in majors and non-majors courses. Teaching loads are also set to ensure that faculty
20 members have sufficient opportunity to maintain a scholarly agenda as described in Article 6.

21
22 Our programs use an “equivalent load” to measure the teaching effort of its faculty. This load is
23 calculated by adding the number of contact hours in lecture (N) to three-quarters of the number of
24 contact hours in laboratory (L):

$$25 \qquad \qquad \qquad \text{Teaching equivalent load} = N + \frac{3}{4}L$$

26
27
28 Thus, a typical three contact hour chemistry laboratory would therefore contribute 2.25 “equivalent
29 hours” to the instructor’s load, and a two contact hour physics laboratory would contribute 1.5
30 equivalent hours. Faculty teaching loads measured in equivalent hours can be compared directly
31 to credit hour loads taught by faculty in disciplines that are less laboratory-intensive.

32
33 Normal teaching loads are nine equivalent hours for research-active T/TT faculty, twelve
34 equivalent hours for non-research-active T/TT faculty, fifteen equivalent hours for instructors, and
35 five equivalent hours for a chairperson with the following caveats:
36

- 1 • The standard load for untenured faculty is 7-9 equivalent hours to support a research-
2 intensive period of activity. This load generally corresponds to a two- or three-course
3 teaching assignment.
- 4
- 5 • The chemistry and physics programs each receive a 3 equivalent hour teaching load
6 reduction per year, distributed across faculty who administer the College Challenge
7 program.
- 8
- 9 • Equivalent hours for courses with exceptionally large enrollments (>130 students) are
10 double counted.
- 11
- 12 • Faculty who teach courses with required workshops receive 1 equivalent hour credit for
13 each 75-minute workshop.
- 14
- 15 • Teaching loads for faculty who carry a significant service load or other special assignment
16 may be reduced.
- 17
- 18 • Teaching loads for faculty affiliated with the Center for Science Education are established
19 by the Coordinator for Science Education.

20

21 For purposes of assigning teaching load, research-active faculty are defined as engaging in three
22 or more of the following activities in their discipline during any three-year period:

- 23 • Publish in recognized peer-reviewed journals and books;
 - 24 • Present research or pedagogical work at recognized regional or national meetings;
 - 25 • Provide research experiences for students that lead to student presentations at regional or
26 national meetings;
 - 27 • Seek support from external agencies for research and/or research infrastructure.
- 28