

Department of Chemistry, USF Tenure-and-Promotion Criteria

Department of Chemistry is a nationally-recognized department with an extensive and intensive research program. The department's mission is to create new knowledge involving the preparation and properties of matter and the education of undergraduate and graduate students in core chemical topics and in diverse areas which require chemical understanding and expertise. Scholarly and creative activity are central to effective instruction. It is also a mission of the department to serve the university and broader communities by participation in department, college and university governance, in community organizations, and in professional activities. The Chemistry Department recognizes the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university. The following criteria for tenure and promotion reflect the responsibility of each candidate to contribute to the productivity and reputation of the Chemistry Department, the University and society.

General Procedures and Criteria

1. The procedures for voting on tenure and on promotion to the rank of associate or to full professor are specified in the department's Governance Document.
2. Evaluation of candidates for tenure and promotion reflect the standards for chemistry faculty in the top tier of Ph.D.-granting departments in the country.
3. Tenure-track faculty are given annual feedback regarding their progress toward tenure and promotion by the Faculty Advisory Committee and by the Chair. During tenure and promotion deliberations, the Chair and the relevant committees will carefully consider the annual evaluations, but their judgement is not limited to them; granting of tenure and/or promotion is a forward looking process that assesses a candidate's potential for future contributions, productivity and growth.
4. Candidates for tenure will complete and receive a mid-tenure review (typically in the middle of their 3rd year of eligibility) that will include evaluations from the chair, the Faculty Advisory Committee (FAC), the School of Natural Sciences & Mathematics (SNSM) and the Dean of the College of Arts & Sciences (CAS).
5. All candidates for tenure and promotion will compile an application packet that will document their research, teaching and service accomplishments. To this application packet will be added letters from external referees whose qualifications are deemed acceptable to the college and the chair, along with letters from the department chair and the FAC. The tenured faculty (in the case of tenure applications) and the full professors (in the case of promotion to full professor) will then vote on the application, and those results will be included in the tenure packet.
6. Branch campus faculty with three years of tenure-earning credit on July 1, 2019 (generally those hired in Fall 2016 or earlier) will be considered for tenure under their old regional campus guidelines unless they elect to use the new consolidated guidelines in writing 30 days prior to the beginning of tenure consideration. This is required in Article 15.4.B of the USF UFF Collective Bargaining Agreement. If a candidate chooses to use the older regional guidelines, their new consolidated academic unit's T&P committee and administration will still be responsible to carry out the process.
7. Following the departmental vote, evaluations will be conducted by the SNSM Tenure and Promotion committee, the CAS Tenure & Promotion committee and the Dean of CAS. All of these evaluations will be submitted to the Provost prior to their recommendation to the Board of Trustees.
8. In the case of candidates based on a branch campus, the relevant regional chancellor will review the application packet, and submit to the Provost their recommendation.
9. In accordance with university and college requirements, candidates for tenure and promotion are expected to demonstrate excellence in research and teaching, and provide significant service to their department, college and profession. It is the responsibility of the candidate to furnish convincing evidence of quality in each section of their tenure-and-promotion dossier. Careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the department (especially when a department spans multiple campuses), and to the candidate's ability and willingness to work cooperatively within the department, college, and/or campus.

Research Criteria for Tenure and Promotion

Candidates for tenure and promotion are expected to achieve excellence in research according to the criteria outlined below.

1. Research productivity. Research products that will be considered include (but are not limited to): papers in peer-reviewed journals; articles in peer-reviewed conference proceedings; books, book chapters, and monographs; talks and seminars at professional meetings or to professional organizations; patents; and productivity with student researchers with an emphasis on training of successful doctoral candidates. Products that strengthen the research infrastructure such as codes, instruments and interfaces should also be communicated along with their current and future impact.
2. Quality and quantity of publications in peer reviewed journals. Although this varies amongst sub-disciplines; it is expected that the candidate will produce a consistent record of publication in reputable journals. The standards of the journals and citations of the candidate's work compared to norms for the candidate's sub-discipline will be considered. The candidate should submit evidence of the relevance and importance of published work; examples include citation data, journal impact factors, and notices in the popular press. An example of research excellence in most areas might include an average of 2-3 peer-reviewed research articles per year during the tenure-earning period; absence of a consistent publication record is typically reflective of a poorly functioning research program.
3. Funding. Extramural funding at a level sufficient to sustain the candidate's research and commensurate with the initial start-up package is necessary. This assessment will be made in the context of the availability of funds in the candidate's research area. Generally, a minimum of one competitive multi-year grant is needed during the tenure-earning years. Such grants typically generate overhead; examples include funding from federal agencies such as NSF, NIH, DOD, DOE, etc. A candidate for tenure should provide evidence of a sustained effort to secure funding through submission of grant proposals. Keeping in mind the low success rate for such grants, it is typical that a successful candidate submits proposals each year. The intent is that the candidate has demonstrated the ability to conduct an original and sustainable research program going forward.
4. Visibility. Active dissemination of research results through regular presentations is expected. The candidate should provide evidence of such dissemination through talks at major conferences and/or invitations to participate in national or international symposia and/or presentation of lectures at other institutions. Other forms of outreach through scholarly, popular and/or social media that contribute to a vibrant research program are also considered.
5. Letters. The external letters of evaluation are critical in determining the quality and significance of a candidate's research as judged by experts in the pertinent research arenas.
6. Collaborations. While collaborations are encouraged, it is expected that a record of significant publications over the tenure-earning years would result from principal authorship, defined as being either first author or principal sponsor of the work (often communicating or last author). It is incumbent on the candidate to clarify the extent of their contributions to any collaborative research products.

It is expected that a candidate will publish most of his or her papers in the tenure-earning period with a USF address and with his or her students and postdoctoral scholars as co-authors. Typically, a predominance of work published in collaboration with the tenure candidate's graduate or postdoctoral supervisor will not establish a record of independent research.

Teaching Criteria for Tenure and Promotion

Candidates for tenure and promotion are expected to demonstrate excellence in teaching in and through these criteria as judged by faculty in the department.

1. Classroom teaching. The goal and ultimate proof of excellent teaching is providing the opportunity for effective student learning. As evidence of successful teaching and student learning, a candidate should submit a variety of materials, which may include:

- a. Courses taught with evidence of effective teaching.
- b. Course evaluations – the candidate’s ratings should typically be commensurate with department norms.
- c. Specific actions the candidate has taken to enhance, change and introduce new material or methods into courses.
- d. Documented examples of evidence based teaching.
- e. Written reports from faculty familiar with the candidate’s teaching effectiveness.
- f. Teaching awards or other recognition.

Generally speaking, a candidate should have taught at least two different courses during the tenure-earning years, including at least one with large enrollment.

2. Supervision of students.

Students are an integral part of a sustainable, independent research program, thus:

- a. Typically, a substantial portion of a candidate’s work published during the tenure-earning period will have student co-authors.
- b. During the tenure-earning period, the candidate should typically, as major professor, have graduated at least one student with a master’s degree or advanced one doctoral student to the stage of candidacy.
- c. Effective performance in supervising thesis and dissertation research committees.
- d. Supervision of independent study, journal clubs, or informal summer courses.
- e. Demonstrated research teaching ability as evidenced by an active research group.
- f. Other evidence of effective mentorship.

3. Other teaching activities. Excellent teaching may include teaching-related service to the profession or learning outside the laboratory / classroom. Examples may include:

- a. Textbooks published.
- b. New courses developed.
- c. Teaching-related grants.
- d. Evidence of collaborative efforts with colleagues to improve teaching.
- e. Scholarly papers published on teaching practice in the field of chemistry, biochemistry or a closely related area.
- f. Educational activities related to training of outside professional and community educators.

Service Criteria for Tenure and Promotions

The Service section of a successful tenure and promotion dossier will generally contain:

1. Active participation in departmental, college, or university committees including student committees.
2. Regular reviews of manuscripts for journals and/or grant proposals for funding agencies.

In addition, high-visibility external activity is encouraged, and thus, the dossier may contain:

1. Participation in conference-organization committees.
2. Community outreach.
3. Service to professional societies.
4. Invitations to serve on boards of professional scientific or educational organizations or reputable journals.
5. Inter-institutional effort including those with high schools and/or community colleges.

This document may be amended by a two-thirds majority vote of the voting members (tenure and tenure earning) of the Faculty at any regular meeting of the department. After amendment, it must be approved by the Offices of the Dean and Provost.

Approved by faculty vote on TBD.

Approved by Dean's Office on TBD.

Approved by Provost on TBD

Effective August 1, 2020