

This statement was adopted by vote of the faculty of the Department of Chemistry on March 28, 2008 and approved by the Senior Vice President for Academic Affairs and Provost on May 6, 2008. 1st revision adopted by vote of the faculty of the Department of Chemistry on February 12, 2013, and approved by the Senior Vice President for Academic Affairs and Provost on February 17, 2013. 2nd revision adopted by vote of the faculty of the Department of Chemistry on January 17, 2024, and approved by the Executive Vice President and Provost on February 19, 2024.

Department of Chemistry, College of Science and Engineering

7.12 Criteria for Promotion and Tenure

I. Introduction

This document describes for the Department of Chemistry the standards that will be used to evaluate whether candidates meet the general criteria in Sections 7.11 and 9.2 of the Regents Policy on Faculty Tenure and Promotion associated with the following personnel evaluations:

- Annual performance appraisal of progress toward achieving tenure (Section III below).
- Recommendation for awarding indefinite tenure (Section IV below), in adherence with the Regents Policy on *Faculty Tenure* (hereafter cited as *Faculty Tenure*), Section 7.11. General Criteria.
- Recommendation for promotion to Associate Professor and Full Professor (Section V below), in adherence with the Regents Policy on *Faculty Tenure*, Section 9.2 Criteria for Promotion to Professor.
- Annual performance appraisal for post-tenure review (Section VI below), in adherence with Section 7a.1 and 7a.2 of *Faculty Tenure*.

In addition, this document is consistent with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*, hereafter referred to as the *Procedures*.

Faculty in the Department of Chemistry are expected to engage in respectful conduct with all members of the community and must adhere to the University of Minnesota Code of Conduct.

II. Department of Chemistry Mission Statement

The Department of Chemistry is dedicated to excellence in education, research, and public service. We strive towards these goals through world-class teaching in the classroom and laboratory, performing fundamental, applied, and translational research to solve some of society's most important problems, including challenges regarding human health, energy, and the environment. We foster a culture of safety and embrace a diversity of communities and ideas to enhance everyone's experiences and benefit Minnesota, the nation, and the world.

III. Annual Appraisals of Probationary Faculty

Probationary faculty, which are those tenure-track faculty members who have not yet achieved tenure, will be reviewed annually, and progress will be evaluated according to Section 7.11 in *Faculty Tenure, the Procedures* and the criteria described in Section IV.

Mentoring probationary faculty is an important component of the promotion and tenure process. In consultation with each probationary faculty member, the Department Head will appoint two or more tenured members of the Department of Chemistry or related departments to serve as the Tenure Mentoring Committee for each probationary faculty member. This committee will meet at least once per year with the probationary faculty member to discuss their progress, learn about their experiences and activities, and offer advice. The probationary faculty member is encouraged to share appropriate information with the Tenure Mentoring Committee, including drafts and reviews of research proposals and manuscripts, as well as teaching evaluations and assessments. The Chair of the Tenure Mentoring Committee will submit an annual written report to the Department of Chemistry Head. The report should summarize the Tenure Mentoring Committee's activities over the past year, and it should describe any issues (e.g., with laboratory space, teaching, or advising) that the committee or the probationary faculty member feels may be impacting progress toward tenure. The Department of Chemistry defines current best practices for an actionable, transparent, and effective mentor/mentee relationship in its document currently entitled "University of Minnesota Department of Chemistry Junior Faculty Mentoring Expectations" which is available on the department intranet.

The Department of Chemistry designates a single Tenure Committee for the purpose of review of all probationary faculty members. The Tenure Committee will consist of five tenured faculty members appointed by the Department Head serving staggered five-year terms. Probationary faculty members in the Department of Chemistry will provide the Tenure Committee updated information on teaching, research, and service contributions annually in December. Probationary faculty members are encouraged but not required to use the formatting for tenure dossiers as ultimately required by the Provost's office. The probationary faculty member may also provide the Tenure Committee with other information they feel is relevant. The Tenure Committee may schedule a meeting with the probationary faculty member to gain more information or to help clarify aspects of the submitted information. The Tenure Committee will provide a written report of each probationary faculty member's progress to the Department Head annually and share a summary of the report with the tenured faculty at an annual faculty meeting. The purpose of this faculty meeting is to address relevant issues that might impact the progress of the candidate towards tenure and assure that the candidate is being adequately advised and mentored, taking into account the distinctive characteristics and opportunities associated with the candidate's specific field of research. The chair of the Tenure Mentor Committee will discuss the report of the Tenure Committee and any relevant discussion at the faculty meeting with the probationary faculty member.

IV. Conferral of Indefinite Tenure

Section 7.11 of the *Faculty Tenure* specifies the criteria for tenure:

7.11 General Criteria. What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both.¹ This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service.² The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision.

³ Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of the candidate's achieving promotion to professor.

To be awarded indefinite tenure, a faculty member in the Department of Chemistry must demonstrate a record of excellence in teaching (see Section A. Teaching) and establish a record of excellence in

¹ "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

² The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"Scholarly research" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"Other creative work" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"Teaching is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"Service" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

³ Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

scholarly research and its dissemination (see Section B. Research). These are the primary criteria, and the fulfillment of both is a minimum requirement for the awarding of indefinite tenure. Extraordinary distinction in teaching alone, or in research alone, is not sufficient for the granting of indefinite tenure in the Department of Chemistry.

A faculty member is expected to engage in service activities on behalf of the department (see Section C. Service). These contributions, however, are secondary to the teaching and research components in evaluations leading to decisions related to the granting of tenure. An outstanding record in the service component alone is not, by itself, sufficient to form the basis for a recommendation to indefinite tenure.

In accordance with Section 5.5 of *Faculty Tenure* “Extensions of Maximum Probationary Period for New Parent or Caregiver, or for Personal Medical Reasons”, the probationary faculty member is encouraged to request an extension of the probationary period by one year at a time, if applicable. The criteria for evaluation of faculty who have had their probationary period extended are identical to the criteria for faculty who do not have an extension of the probationary period. Any extension of the probationary period in accordance with Section 5.5 of *Faculty Tenure* may not be used as a factor in a tenure evaluation.

A. Teaching

Excellence in teaching is assessed from the candidate’s contributions to the overall teaching mission of the University, such as classroom, laboratory, and individualized instruction at the undergraduate, graduate, and professional levels, including the advising and mentoring of graduate, undergraduate, and postdoctoral researchers.

Examples of factors that may be used in the evaluation of excellence in teaching include, but are not limited to, the following:

- Written evaluations by peers and/or feedback from teaching and education professionals such as Center of Educational Innovation staff, based upon invited classroom visits and review of course materials.
- Development of new or significantly modified courses and/or laboratories.
- Development of instructional materials.
- Implementation of inclusive teaching practices. Inclusive teaching practices are student-centered and consider who the students are, their identities, learning needs, interests, and academic preparation. Inclusive teaching practices respond to the learning needs of such diverse students through pedagogy, attention to climate, and intentional design of course contents.⁴

⁴ This definition is based on “Definitions and PWI Focus – There are No “Best Practices”, Definitions of Inclusive Teaching” from this source: “Inclusive Teaching at a Predominantly White Institution.” Center for Educational Innovation, University of Minnesota, 2022. Retrieved 11/10/2023 from <https://cei.umn.edu/inclusive-teaching-predominantly-white>

- Local and national awards for teaching.
- Improvement of teaching performance during the probationary period.
- Student feedback on teaching such as the Student Rating of Teaching (SRT), with consideration of known biases.
- Effective mentoring of postdoctoral personnel, other post-baccalaureate personnel, and students.
- Chemical education publications or presentations.
- Use of diversity, equity, inclusion, and access practices and philosophy in teaching and mentoring. Here we define access as design of services so that all people, including people with disabilities, can fully and independently use them.⁵
- Effective practices to recruit and retain trainees of diverse backgrounds, including postdocs, graduate researchers, and undergraduate researchers.

B. Research

The quality of a candidate's research and the impact of the work within the candidate's professional discipline are the primary criteria by which professional distinction in research is established.

Examples of factors upon which an analysis of the research accomplishments of the candidate may be based include, but are not limited to, the following:

- The totality of the candidate's research activities and the candidate's peer-reviewed research publications. Candidates are expected to publish high-quality contributions on original research, demonstrating both depth and breadth in an area of chemistry, broadly defined.
- Research funding from sources outside the University, inasmuch as this is a measure of the research skill and competence of the candidate. Candidates are expected to seek external research funding from appropriate sources, and to establish an appropriate funding base for ongoing support of the candidate's research program.
- Presentations at other academic institutions, national laboratories, and industrial laboratories as well as presentations at professional conferences, symposia, and meetings.
- Contributions to diversity, equity, inclusion, and accessibility in scientific and research practices, such as formulation of a group inclusion/philosophy document.
- Patents, inventions, and other related contributions.

Written evaluations from scientists who are generally recognized as leaders in the candidate's research area will be solicited. If the candidate has a strong interdisciplinary component to their research, the Department of Chemistry Head will solicit letters of evaluation from some reviewers whose research also crosses similar interdisciplinary boundaries. It is the combined responsibility of the Department of Chemistry Head, the Tenure Committee, the Tenure Mentoring Committee, and the candidate to determine and define the interdisciplinary nature of the research. As part of the formal tenure review,

⁵ This definition is informed by descriptions at the following: A. National Research Council. 2022. Office of Diversity and Inclusion Annual Report 2021–2022: Building Capacity to Advance Diversity, Equity, and Inclusion. The National Academies Press, 2022. DOI: 10.17226/26711
B. Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce. Executive Order 14035. [86 FR 34593]. June 25, 2021. <https://www.federalregister.gov/documents/2021/06/30/2021-14127/diversity-equity-inclusion-and-accessibility-in-the-federal-workforce> (accessed 2023-01-02).

the candidate will be asked to suggest the names of ten potential reviewers to the Department of Chemistry Head. In consultation with the Chairs of the Tenure Committee and Tenure Mentoring Committee, the Department of Chemistry Head will identify a list of about ten reviewers, at least half of which will be from those suggested by the candidate. At least half, and no fewer than four, of the external reviews must be obtained from individuals with no direct professional or personal interest in the advancement of the candidate's career as described in the *Procedures*. There are no rank requirements for letter writers. An example for a letter from the Head requesting an appraisal is available on the department intranet; note that this letter may be updated to address instructions from the Provost and any changing circumstances. The denial of a potential reviewer to provide a written appraisal will not be construed in any way as a negative reflection on the probationary candidate.

In evaluating the candidate's research contributions through the various avenues of publication and presentation, the objectives are to establish that the work is of high quality, that it is a scholarly and creative contribution to the candidate's professional discipline and beyond, and that it is a measure of the candidate's potential to make continuing contributions in pure and/or applied research.

C. Service

Service to the profession, the University, or the public is an integral component of a faculty member's professional obligations.

Examples of service contributions to the profession are included in the following list, with the understanding that no candidate will be expected to serve in all these roles:

- Organizer of efforts to improve diversity, equity, inclusivity, and accessibility in the chemistry community.
- Officer in a national or international scientific or technical society.
- Member on a national or international scientific or technical committee.
- Member of a governmental or private advisory committee.
- Organizer of a regional, national or international symposium or conference.
- Editor or associate editor of a refereed scientific or technical journal, or guest editor of a special issue.

The reviewing of technical or scientific papers for journal publication and conference presentation, and the reviewing of proposals for funding agencies, are recognized as services to the profession, but are not weighted as heavily as the services listed above.

Examples of service contributions on behalf of the department include, but are not limited to:

- Membership of department, collegiate, or university committees.
- Development of new undergraduate and graduate student recruiting and retention efforts.
- Development of new curricula or academic programs distinct from new course development.
- Participation in or development of public outreach activities.
- Participation or development of K-12 and post-university education initiatives.
- Efforts to improve diversity, equity, inclusivity, and accessibility in the chemistry community.
- Participation in university or collegiate governance activities.
- Participation in preliminary exams and final defenses.

V. Promotion

The following paragraphs describe the criteria for promotion to tenured ranks from within the College of Science and Engineering. The same criteria and standards are applied for appointments from outside the College of Science of Engineering.

1. To associate professor (with tenure) from assistant professor (probationary)

The granting of indefinite tenure to an assistant professor on a probationary appointment requires that the candidate meet all the requirements for excellence in teaching and research as set forth in Section IV. Promotion to the rank of Associate Professor from the rank of probationary Assistant Professor in the Department of Chemistry is always accompanied by the granting of indefinite tenure.

2. To associate professor (with tenure) from associate professor (probationary)

The granting of indefinite tenure to an associate professor on a probationary appointment requires that the candidate meet all the requirements for excellence in teaching and research as set forth in Section IV.

3. To professor from associate professor

Section 9.2 of the *Faculty Tenure* specifies the criteria for promotion to full professor:

9.2 Criteria for Promotion to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement.⁶ This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service.⁷ The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary

⁶ This definition is informed by descriptions at the following: A. National Research Council. 2022. Office of Diversity and Inclusion Annual Report 2021–2022: Building Capacity to Advance Diversity, Equity, and Inclusion. The National Academies Press, 2022. DOI: 10.17226/26711
B. Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce. Executive Order 14035. [86 FR 34593]. June 25, 2021. <https://www.federalregister.gov/documents/2021/06/30/2021-14127/diversity-equity-inclusion-and-accessibility-in-the-federal-workforce> (accessed 2023-01-02).

⁷ The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

In the Department of Chemistry, all Associate Professors are expected to ultimately achieve promotion to Professor. Candidates for promotion to Professor must have a record of accomplishment that exceeds that achieved for promotion to associate professor. To assist them, they will be mentored by two senior colleagues appointed by the Department Head, who will advise them on achieving promotion to full professor, including attaining greater professional visibility, participating in professional meetings and on committees, writing successful grant applications, and maintaining excellence in teaching.

A candidate for promotion to the rank of Professor must have attained an international reputation for their research accomplishments. The candidate must have achieved a high level of professional distinction through research contributions to the candidate's discipline that are distinguished by substance, quality and creativity and through consistently high standards in teaching. Service to the profession, participation in the governance of the institution, and other services to the Department, College, and University, may be taken into consideration, but they are not in themselves bases for promotion to the rank of Professor. Promotion to the rank of Professor will not be granted solely on the basis of length of service to the academic unit.

For promotion to Professor, the candidate is expected to satisfy the criteria specified in Section IV, with emphasis on:

- High-quality research which indicates that the candidate is among the international leaders in their field, as documented by letters from acknowledged national and international leaders and contributors to the knowledge base in the field. As part of the formal promotion review, the candidate will be asked to suggest the names of ten potential reviewers, at least 4 of which must be international, to the Department of Chemistry Head. In consultation with the candidate's Promotion Committee, the Department of Chemistry Head will identify a list of about ten reviewers, at least half of which will be from those suggested by the candidate. At least half, and no fewer than four, of the external reviews must be obtained from individuals with no direct professional or personal interest in the advancement of the candidate's career as described in the *Procedures*. There are no rank requirements for letter writers. An example for a letter from the Head requesting an appraisal is available on the department intranet; note that this letter may be updated to address instructions from the Provost and any changing circumstances. The denial of a potential reviewer to provide a written appraisal will not be construed in any way as a negative reflection on the probationary candidate.
- Demonstrated high-quality teaching.
- A record of effective advising of researchers, such as undergraduate and graduate students, postdoctoral research associates, and visiting researchers at all levels.
- External research funding from sources outside the University, inasmuch as this is a measure of the research skill and competence of the candidate. Candidates are expected to seek external

research funding from appropriate sources, and to establish an appropriate funding base for ongoing support of their research program.

Examples of other factors that may be used to establish a candidate's professional reputation include, but are not limited to, the following:

- Invitations to present research or lead discussions at national and international symposia and conferences.
- Membership and the holding of office in professional societies.
- Professional contributions such as editorships, consulting, chairship or membership on NIH study sections and NSF Panels, and other activities that enhance the professional stature of the candidate.
- Election to professional national organizations that recognize excellence in a discipline.

The method of assessment of the performance of a candidate being considered for promotion to the rank of Professor is the same as that employed in the granting of tenure.

VI. Post Tenure Review of Faculty Performance

Each tenured faculty member is expected to continue to make significant, career-long contributions in the categories of teaching, research, and service. The distribution of effort among these three areas of academic activity may vary by individual and perhaps over time during the course of a faculty member's career. With recognition that there are challenges in distinguishing between teaching and research activity at the advanced level (e.g., activities with research students in one's own laboratory), a typical distribution of effort for a tenured faculty member in the Department of Chemistry is ca. 25-50% teaching, 40-70% research, and 5-10% service. Those who hold certain administrative positions within the Department will have smaller absolute percentages of effort in each category, but the apportionment among the three areas (A.-C. below) will be similar. Distribution of effort substantially different from the above, including situations wherein a faculty member is on a leave of absence or sabbatical, should be specifically agreed upon by the faculty member and the Department Head in a written Memorandum of Understanding (MOU), with possible input from the Department of Chemistry Planning, Staffing, and Resources (PSR) Committee. For example, if a tenured faculty member is not conducting research at a sufficiently productive level, that person may negotiate assignment to other duties, such as increased teaching and/or service. Research contributions cannot go to zero. It is expected that a MOU signed by one Department Head will be honored by subsequent Department Heads.

The criteria for "Satisfactory" levels of performance in each of categories A. Teaching, B. Research, and C. Service are described below. "Unsatisfactory" performance in any category is performance that does not meet minimum expectations for "Satisfactory." Judgment of performance is made by the Department Head as part of the annual review of each faculty member. If performance in an area is deemed to be unsatisfactory or if adherence to a previously agreed upon action plan is deemed to be unsatisfactory, the Department Head may seek input from members of the PSR Committee. Initiation of the post-tenure review process involves referral to the PSR Committee (see below) and is subject to college and university procedures.

Unless otherwise permitted by a written MOU, as stipulated above, any of the following three circumstances will lead to discussion regarding initiation of the post-tenure review process by the Department Head, with appropriate consideration of extenuating circumstances.

1. Unsatisfactory performance in teaching for the year under review.
2. Unsatisfactory performance in both research *and* service for the year under review.
3. Unsatisfactory performance in research *or* service over three consecutive years.

The performance criteria for each of the categories Teaching, Research, and Service are:

A. Teaching

Satisfactory

Must do all of the following:

- a) Effectively teach two courses per year on average, or the number of courses to which the faculty member is assigned.
- b) Routinely accept and perform all responsibilities associated with serving on preliminary written, preliminary oral, and final oral examination committee(s) for graduate students and honors or senior thesis committees of undergraduate students.
- c) Employ inclusive teaching practices, with the aim of engaging all students and providing equitable opportunities for all learners. As defined on page 4, inclusive teaching practices respond to the learning needs of such diverse students through pedagogy, attention to climate, and intentional design of course contents.⁴

B. Research

Satisfactory

- a) Must have a record of regular publication of original research in recognized peer-reviewed journals related to chemistry.
- b) Serve as a research advisor or co-advisor to one or more researchers, including undergraduate researchers, graduate student researchers, or postdoctoral researchers.

and must meet five or more of the following criteria:

- c) Author of more than one original peer-reviewed research articles.
- d) Author of scholarly review articles and/or book chapters.
- e) Inventor on one or more patent applications.
- f) Regular submission of grant applications as Principal Investigator (PI) or Co-Principal Investigator (co-PI).
- g) PI or Co-PI on a nationally competitive research grant.
- h) PI or Co-PI on two or more nationally competitive research grants.
- i) PI or Co-PI on a grant from industrial or private sources.
- j) PI in the acquisition of new research funds that contribute to a program that extends beyond the research of an individual's laboratory (e.g., a program project grant, a local or national center grant, a training grant, or a shared instrumentation grant).

- k) Advisor or co-advisor to one or more graduate students or postdoctoral fellows.
- l) Advisor or co-advisor to one or more graduate students who complete the requirements for a Ph.D. in the year under review.
- m) Advisor or co-advisor to one or more undergraduate student researchers.
- n) Speaker at a national or international meeting.
- o) Seminar speaker at a college, university, company, or national laboratory.
- p) Organizer or co-organizer of a symposium at local, national, or international meetings.
- q) Active participant in efforts to expand the diversity of trainees, postdocs, or graduate and undergraduate researchers.
- r) Recipient of an award in the discipline of chemistry.
- s) Other significant research contributions approved by the Department Head.

C. Service

Satisfactory

Must meet two or more of the following criteria:

- a) Associate Head, Director of Graduate Studies, or Director of Undergraduate Studies.
- b) Coordinator of undergraduate research program such as Lando/NSF.
- c) Member of one or more department committee(s).
- d) Member of departmental committees outside chemistry.
- e) Member of a University- or College-wide committee.
- f) Director of a Multi-Investigator Center.
- g) Acquirer of major funding for an outreach program, as defined by the Department Head.
- h) Organizer of, or contributor to, an outreach activity.
- i) Editor or Associate Editor of an internationally recognized journal.
- j) Member of one or more journal editorial advisory boards.
- k) Permanent member (multi-year term) on a national grant agency review panel.
- l) Reviewer of scholarly articles and grant proposals written by others.
- m) Chair or member of a national committee.
- n) Officer in a scientific society or division thereof.
- o) Continued efforts to improve diversity, equity, inclusivity and accessibility in the chemistry community and beyond.
- p) Other significant service contributions approved by the Head.

According to Section 7a of the *Faculty Tenure* regulations and in accordance with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*, all regular faculty members are subject to an annual merit review by the Department of Chemistry Head. The annual faculty performance reviews and merit evaluations for salary increases are carried out by the Department Head in the spring semester of each year. It is the responsibility of each faculty member to provide the Head with updated information on teaching, research, and service contributions in the format requested and by the specified departmental deadline. The Head will then schedule a conference with each faculty member to discuss this information.

The Department of Chemistry designates the Planning, Staffing, and Resources (PSR) Committee as the peer faculty review committee for post-tenure review. The PSR Committee consists of three tenured faculty members, serving staggered 3-year terms. Members are elected by the regular faculty

of the Department of Chemistry, normally with one new member elected each year. Nominations by the Department Head or by any regular faculty member in the department are permitted. Special elections are held as needed for the replacement of any PSR Committee member who is unable to serve during some portion of their term of PSR committee service.

If the PSR Committee agrees with the Department of Chemistry Head that performance is unsatisfactory, the faculty member will be notified in writing of this result. The Department Head and PSR Committee members will provide the faculty member with a letter specifying the nature of the deficiencies, suggestions for improving performance, and a defined time period of at least one year from the receipt of the letter, during which time the faculty member must work to address the identified problems. At any point, the faculty member may respond directly to the Department Head and the PSR Committee in writing, and they are encouraged to seek guidance and feedback at any time. If, at the end of this defined time period, both the PSR Committee and the Department Head continue to find that performance is unsatisfactory, they will make a joint request to the Dean of the College of Science and Engineering to initiate a Special Peer Review according to the procedures described in Section 7a.3 of the *Faculty Tenure* regulations.

VII. Procedures

1. Tenure and/or Promotion Procedures

The procedure for all promotion and tenure decisions in the Department of Chemistry is that two meetings of the faculty eligible to vote shall be held, with an interval of one to two weeks between the two meetings. At least one week prior to the first meeting, the promotion dossier will be circulated to all faculty members eligible to vote. Outside letters that arrive after this date but before the vote is taken will be distributed as they arrive. At the first meeting, a summary and analysis of the promotion dossier shall be presented by the Tenure Committee, followed by general discussion. No vote will be taken at this meeting. The interval between the two meetings provides an opportunity to gather additional information based on the discussion at the first meeting. At the second meeting, there will be an opportunity for additional discussion, followed by an anonymized vote.

2. Procedures for the Annual Review of Probationary Faculty

In addition to the meetings at which promotion and tenure are considered, there will be an annual meeting of the tenured faculty to review the progress of all probationary faculty not being considered for promotion in that year. A letter written to the Department Head for each probationary faculty member will be presented by the Tenure Committee. The presentation of each summary will be followed by general discussion. Based on this discussion and any other relevant information, the Head may decide to initiate formal consideration of either early promotion or termination of a probationary faculty member. If termination is to be considered, a separate meeting of the tenured faculty on that issue will be scheduled a minimum of two weeks later, provided that the departmental process is completed by the date specified by the Provost. Detailed written information relevant to that decision will be circulated to those eligible to vote at least two weeks prior to the meeting at which termination is considered. This meeting will culminate in an anonymized vote of the tenured faculty. Absentee ballots by those eligible to vote are permitted only if they are received prior to the vote by those present. A two thirds (2/3) majority of those voting is required for the head to recommend termination. If early

promotion is to be considered, the procedures and timetable for departmental action will be the same as for promotion at the end of the normal probationary period.