

College of Sciences  
Department of Chemistry  
Faculty Tenure and Promotion Review Criteria,  
Policies and Procedures

## 1. PURPOSE

The Department of Chemistry in accordance with UTRGV policies and UT System Regent's Rules supports a system of tenure and promotion for all tenure-track and tenured faculty. The purpose of tenure is to retain the best qualified faculty to help develop and execute UTRGV's mission. All Department of Chemistry tenure-track faculty are evaluated annually during their probationary period and are subjected to a comprehensive pre-tenure review in their 4<sup>th</sup> year and a comprehensive tenure and promotion review in their 6<sup>th</sup> year. This schedule may be adjusted if a time-credit was granted towards tenure at the time of hire. Tenured Associate Professors may be eligible for promotion six years after their last promotion. Faculty may request consideration for early promotion but this is limited to consistent exceptional performance. Under special circumstances, such as approved leave, each of these reviews may be delayed with the approval of the Provost.

## 2. PROCEDURES

Following the UTRGV Pathways for Review Deadlines available on the Provost's website, each full time-faculty member must submit his/her Faculty Review Dossier (FRD). The FRD must include the following: 1) a self-evaluation summary that includes a statement of the significance and impact of achievements in teaching, research & scholarship, and service, 2) a current curriculum vita, 3) summaries of standard course evaluation reports for courses taught during the period under review and course syllabi, 4) a development plan for all three areas of faculty evaluation during the probation period, and 5) copies of approved annual workload forms including annual percent appointments in teaching, research & scholarship, and service. Any additional forms required by the faculty member's department/school or the University, as well as any other material relevant to the review that is permitted by the department/school, college, and the University may also be included, but FRD must conform to the university guidelines available on the Provost's website: [http://www.utrgv.edu/\\_files/documents/provost/faculty-resources/utrgv-format-for-faculty-review-dossier.pdf](http://www.utrgv.edu/_files/documents/provost/faculty-resources/utrgv-format-for-faculty-review-dossier.pdf).

Each faculty member is required to submit their completed FRD to the department chair no later than the due date listed in the UTRGV Pathways for Review Deadlines. Faculty holding joint appointments shall submit their FRDs to the chairs/directors of the department/school in which they hold a majority (>50%) appointment as per departmental/school and college policies. In such cases, it is the responsibility of the chair/director of the department/school in which the faculty member holds a majority (>50%) appointment to obtain input on faculty member's performance from the minority appointment department/school and include it in his/her FRD.

In accordance with University policies and UT System Regent's Rules, each FRD for tenure and promotion will be independently reviewed by the Departmental Tenure and Promotion

Review Committee (TPRC), the Department Chair and, if applicable, also the College TPRC, the Dean, and the Provost. The Departmental TPRC must be composed of *all* tenured faculty members above the rank being reviewed in the Department. The Chair of the departmental TPRC is elected by the committee members, and must be a full professor. The Department Chair will submit an independent review to the college committee/Dean and does not serve on the Departmental TPRC. Depending on the year of review, the college committee and/or the Dean will conduct their own independent reviews. Each review level must include a written narrative highlighting strengths and weaknesses, as well as recommendations for tenure and promotion. Depending on the year of review, after the college committee and Dean have completed their reviews, all reviews are forwarded to the Provost for his/her own independent review and an independent review by the University-level Tenure and Promotion Committee.

### **3. CRITERIA**

Faculty tenure and promotion criteria must include three basic competency areas – *teaching*, *research & scholarship*, and *service* – which must be evaluated in accordance with the faculty member’s annual assignments (% appointment in each competency area) and responsibilities within the Department, the college, and the university during the entire review period. All faculty members are expected to fulfill their agreed upon teaching load and exhibit excellence in teaching. As for the additional competency areas, research/scholarship and service, the normal pathway to tenure, promotion, and merit awards includes a diversified demonstration of excellence in these two areas. However, it is important to acknowledge that some faculty may, from time to time or on a consistent basis, develop focused interests in either research/scholarship or service, which should be clearly stated and agreed upon by the faculty member and the Department Chair. The guidelines listed below for each of the three basic competency areas will be used by the Departmental TPRC and the Department Chair, independently of each other, in making recommendations on personnel actions.

#### **3.1. TENURE AND PROMOTION OF ASSISTANT PROFESSORS**

##### **3.1.1. Teaching**

Metrics for *teaching* effectiveness should include student evaluations of teaching and course syllabi, peer-review of teaching, teaching awards and honors, curriculum and course development (including online, hybrid, and distance education classes), activities that promote student success including the use of technology and innovative pedagogy, advising and mentoring activities, student /teacher training grant funding, and the number of weighted student credit hours (SCHs) generated. The normal teaching load for a full-time tenure-track or tenured faculty member is 18 Lecture Hour Equivalents over a nine-month academic year.

To *meet expectations* in *teaching* requires that *all* the following criteria are met by the faculty member during the review period:

- Instructed assigned workload each and every year,
- Attended assigned courses on time, arranged for a replacement or notified the class if unable to meet on a scheduled class meeting, notified the Department Chair of a missed class meeting, or did not arbitrarily cancel classes without proper notification,

- Regularly utilized allotted course period; i.e. did not regularly dismiss classes significantly early,
- Provided a clear, concise course syllabus no later than the end of the first week of classes,
- Used tests or other quantitative evaluation procedures.
- Assigned grades based solely on performance of students on quantitative evaluations,
- Demonstrated comprehensive and current knowledge of course content,
- Maintained a professional attitude and appearance in the classroom.
- Maintained regular office hours and encouraged students to use this time to seek help and to resolve questions or concerns,
- Received satisfactory student evaluations (i.e. at least 80% of the students agree and/or strongly agree with the assigned evaluation questions on average in all classes),
- Received satisfactory peer review of teaching reports on at least the two most recent evaluations,
- Demonstrated evidence of genuine effort to engage students in learning in and outside the classroom, and,
- Mentored at least one graduate student through the completion of a Masters thesis OR three (3) undergraduate students.

### **3.1.2. Research & Scholarship**

Metrics for *research & scholarship* effectiveness must include peer-reviewed research publications (including pedagogy research) and other acceptable forms of scholarly output such as book chapters and books, patents, invited and contributed presentations at professional meetings and conferences, seminars, research grant funding, numbers and performances of high-school, undergraduate, and graduate students mentored, and relevant awards and honors received. The Department recognizes that collaboration is necessary and encouraged, especially when involving students. Therefore, the Department will place greater value on publications including student authors.

To meet expectations in *research & scholarship* requires that *all* the following are met for the basic 30% research appointment [i.e. 18 LHE teaching per academic year]:

- Peer-reviewed articles published in widely-recognized journals affiliated with chemistry, biochemistry, materials, and physical sciences whose membership is comprised primarily of university faculty members,
- Published at least four (4) peer-reviewed articles from research conducted at UTRGV, with at least one (1) article published in a mid- to top-tier journal within the field and at least one (1) peer-reviewed articles must be from the faculty's own research program, i.e. the faculty member is the first or corresponding author listed on the peer-reviewed article. The other two publications can be collaborative work within or outside the university, but must be in respected, widely-recognized journals in the field,
- Made at least four (4) research presentations at regional, national or international meetings by either the faculty member or undergraduate and graduate students mentored by the faculty member, and

- Submitted four (4) significant external research grant proposals as a principal investigator (PI) or Co-principal investigator (Co-PI) OR received a significant external grant as a PI/Co-PI.

### **3.1.3. Service**

Metrics for *service* effectiveness should include both the quantitative and qualitative assessments of faculty member's contributions to student, staff, faculty, department, college, university, profession, and community success. Quantitative metrics of service activities may include numbers of committees, student recruitment events, judging events, community outreach and engagement events, journal articles reviewed, grants reviewed, editorships of journals, etc. Qualitative metrics of service effectiveness should describe the faculty member's initiatives, leadership roles, mentorships and development of junior faculty, vision and commitment, impact, and relevant recognitions and awards received.

To *meet expectations* in *service* with a 10% Service appointment requires that *all* the following are met annually over the last four-years of the review period:

- Positive contribution to at least one committee per year at any level within the university,
- Positive contribution to at least one student or faculty success activity per year,
- Compliance with all departmental, college, university, and UT System policies.

## **3.2. ELIGIBILITY FOR CONSIDERATION OF TENURE AND PROMOTION OF AN ASSISTANT PROFESSOR**

According to UTRGV HOP ADM 06-505 meeting the above basic evaluation requirements/criteria does not ensure tenure or promotion; however, failure to meet these basic evaluation standards/criteria will result in ineligibility for tenure or promotion consideration. Therefore, to be eligible for consideration of tenure (and promotion), a faculty member must *meet all expectations* in each of the three competency areas outlined in this document. According to UT System Policy on Tenure, the granting of tenure is not solely a reward for performance during the probationary period, rather it is a deliberate act that takes into consideration both the past and potential for future performance of the faculty member. In addition to meritorious accomplishments, successful applicants for tenure and promotion must demonstrate a high potential for continued excellence and commitment to the profession and to the UTRGV's mission.

## **3.3. CRITERIA FOR PROMOTION OF ASSOCIATE PROFESSORS**

### **3.3.1. Teaching**

Metrics for *teaching* effectiveness should include student evaluations of teaching, peer-review of teaching, teaching awards and honors, curriculum and course development (including online, hybrid, and distance education classes), activities that promote student success including the use of technology and innovative pedagogy, advising and mentoring activities, student /teacher training grant funding, and the number of weighted student credit hours (SCHs) generated.

To *meet expectations in teaching* for an Associate Professor requires that all the following criteria are met over the review period:

- Instructed assigned workload each and every year,
- Attended assigned courses on time, arranged for a replacement or notified the class if unable to meet on a scheduled class meeting, notified the Department Chair of a missed class meeting, or did not arbitrarily cancel classes without proper notification,
- Regularly utilized allotted course period; i.e. did not regularly dismiss classes significantly early,
- Provided a clear, concise course syllabus no later than the end of the first week of classes,
- Used tests or other quantitative evaluation procedures.
- Assigned grades based solely on performance of students on quantitative evaluations,
- Demonstrated comprehensive and current knowledge of course content,
- Maintained a professional attitude and appearance in the classroom.
- Maintained regular office hours and encouraged students to use this time to seek help and to resolve questions or concerns,
- Received satisfactory student evaluations (i.e. at least 80% of the students agree and/or strongly agree with the assigned evaluation questions on average in all classes),
- Consistently received satisfactory assessment on all peer reviews of teaching,
- Developed and instructed at least one (1) new course, extensively revised an existing course, or significantly contributed to course development activities, and,
- Successfully mentored at least two (2) graduate students OR six (6) undergraduate students OR one graduate student and 3 undergraduate students through the completion of research-based theses since the last promotion.

### **3.3.2. Research & Scholarship**

Metrics for *research & scholarship* effectiveness vary with the % effort/commitment in Research and must include peer-reviewed research publications including those on pedagogy research and other acceptable forms of scholarly output such as book chapters and books, patents, invited and contributed presentations at professional meetings/conferences and seminars, research grant funding, numbers and performance of undergraduate and graduate students mentored, and relevant awards and honors received.

To *meet expectations in research & scholarship* for the 10% research appointment [i.e. 24 LHE teaching per academic year] requires that all the following are met over the six-year review period:

- Two (2) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Three (3) research presentations made by faculty member or high-school/undergraduate/graduate students mentored by the faculty member, and
- Submitted one (1) or more external research grant proposals as a PI/Co-PI/Senior Person or be a PI/Co-PI/Senior Person on a funded grant.

To meet expectations in research & scholarship for the 20% research appointment [i.e. 21 LHE teaching per academic year] requires that all the following are met over the six-year review period:

- Three (3) or more peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Five (5) or more research presentations made by faculty member or high-school/undergraduate/graduate students mentored by the faculty member, and
- Submitted two (2) or more external grant proposals as a PI/Co-PI or be a PI/Co-PI/Senior Person on a funded grant.

To meet expectations in research & scholarship for the 30% research appointment [i.e. 18 LHE teaching per academic year] requires that all the following are met over the review period:

- Five (5) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- One (1) graduate student mentored through the completion of a Masters thesis OR three (3) undergraduate students,
- Seven (7) scholarly research presentations made by the faculty or by high-school/undergraduate/graduate students mentored directly by the faculty member, and
- Received at least one (1) external research grant as a PI or Co-PI or Senior Person with an allocated budget, and submitted three (3) or more proposals as a PI/Co-PI.

To meet expectations in research & scholarship for the 40% research appointment [i.e. 15 LHE teaching per academic year] requires that all the following are met over the review period:

- Six (6) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Two (2) graduate students successfully mentored through the completion of a Masters thesis OR six (6) undergraduate students;
- Eight (8) research presentations made by the faculty member or by high-school/undergraduate/graduate students mentored directly by the faculty member, and
- Received at least one (1) significant external research grant as a PI or Co-PI, and submitted three (3) or more proposals as a PI/Co-PI.

To *meets expectations in research & scholarship* for the 50% research appointment [i.e. 12 LHE teaching per academic year] requires that all the following are met over the review period:

- Eight (8) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Two (2) graduate students successfully mentored through the completion of a Masters thesis OR six (6) undergraduate students,
- Ten (10) scholarly research presentations made by the faculty member or by high-school/undergraduate/graduate students mentored directly by the faculty member, and
- Received at least two (2) significant external research grants as a PI or Co-PI, and submitted four (4) or more proposals as a PI/Co-PI.

To *meet expectations in research & scholarship* for the 60% research appointment [i.e. 9 LHE teaching per academic year] requires that all the following are met over the review period:

- Nine (9) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Two (2) graduate students successfully mentored through the completion of a Masters thesis OR six (6) undergraduate students,
- Ten (10) scholarly research presentations made by the faculty member or by high-school/undergraduate/graduate students mentored directly by the faculty member, and
- Received at least two (2) external research grants as a PI or Co-PI, and submitted five (5) or more proposals as a PI/Co-PI.

To *meet expectations in research & scholarship* for the 70% research appointment [i.e. 6 LHE teaching per academic year] requires that all the following are met over the review period:

- Ten (10) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Three (3) graduate students successfully mentored through the completion of a Masters thesis OR nine (9) undergraduate students,
- Twelve (12) scholarly research presentations made by the faculty member or by high-school/undergraduate/graduate students mentored directly by the faculty member, and
- Received at least three (3) significant external research grants as a PI or Co-PI, and submitted five (5) or more proposals as a PI/Co-PI.

### 3.3.3. Service

Metrics for *service* effectiveness should include both the quantitative and qualitative assessments of faculty member's contributions to student, staff, faculty, department, college, university, profession, and community success. Quantitative metrics of service activities may include numbers of committees, student recruitment events, judging events, community outreach and engagement events, journal articles reviewed, grants reviewed, editorships of journals, etc. Qualitative metrics of service effectiveness should describe the faculty member's initiatives, leadership roles, mentorships and development of junior faculty, vision and commitment, impact, and relevant recognitions and awards received.

Faculty are evaluated based on their %Service commitment. Assistant Professors and Associate Professors should only be assigned a 10% basic Service commitment unless otherwise approved by the Department Chair, the Dean and/or the Provost.

To *meet expectation* in *service* requires that the faculty member with a 10% Service appointment meets *all* the following annually over the review period:

- Served as an effective member of at least one committee annually and a committee chair for two or more significant committees at any level in the University during the review period,
- Consistent and sustained leadership of a student or faculty success activity,
- Compliance with all departmental, college, university, and UT System policies.

Service appointments that are in excess of 10% (with a corresponding decrease in teaching load) must be approved by the department chair, the dean, and the provost. Such appointments include service as associate department chair, undergraduate or graduate coordinator, director of a formally recognized center, etc. Such service appointees receive a maximum of one course release per semester depending upon the scope of the work and therefore could carry up to 20% additional *service* appointment/commitment. These faculty members also maintain a 10% base service appointment, a 40% teaching appointment, and a 30% research and scholarship appointment. Annual expectations for the additional *service* appointment/commitment must be clearly defined and communicated to the appointee prior to making such an appointment and to the departmental Annual Review Committee (ARC), Tenure & Promotion Review Committee (TPRC), and Post-Tenure Review Committee (PTRC). Administrative appointments are also considered service appointments. Appointments including Associate Deans, Department Chairs and School Directors are given two course releases per semester and therefore carry a 40% administrative appointment. These faculty members also maintain a 10% base service appointment, a 20% teaching appointment, and a 30% research and scholarship appointment. The relative percentage of teaching and research appointment may be negotiated at the time of acceptance of these well-recognized administrative appointments. Faculty members holding these extra service/administrative appointments are evaluated by the department committees (for the 10% basic service) and the department chair (for both the 10% basic service and for any departmental committee service assignments), and by the Dean. Faculty holding college or university level administrative/service appointments are evaluated by the Dean and/or faculty member's immediate supervisor with respect to their service.

To *meet expectations* in service with >10% service appointment faculty member should produce *all* the following:

- Satisfactory accomplishment of all the tasks of the appointment
- Timeliness of responses and reporting
- Positive impact of the activities on the students, faculty, department/school, college, university and/or the community

### **3.4. ELIGIBILITY FOR CONSIDERATION OF PROMOTION OF AN ASSOCIATE PROFESSOR TO FULL PROFESSOR**

According to UTRGV HOP ADM 06-505 meeting the above basic evaluation requirements/criteria does not ensure promotion to full professor; however, failure to meet these basic evaluation standards/criteria will result in ineligibility for consideration of promotion at the time of review. In addition to a consistent record of research and scholarly productivity including grant funding and successful mentoring of graduate students, an associate professor must demonstrate a high level of intellectual maturity and commitment to scholarly activities to warrant promotion to full professor. National and international recognition of faculty member's scholarly contributions, citations of publications, and impact on the profession and the university are important considerations for promotion to full professor. In case a promotion is denied post-tenure review clock starts immediately and a comprehensive post-tenure review occurs after 6 years. However, the faculty member may request consideration for promotion any time during this period following the annual UTRGV personal action timetable.

### **4. APPEALS**

All faculty have the right to appeal decisions involving tenure and promotion recommendations at any level by filing a written request for reconsideration within ten (10) working days of receiving a written copy of the evaluation at that level.