

Promotion Criteria for Instructional Faculty
Chemistry Department
(Approved May 1, 2009)
(Updated April 20, 2016)

Among the faculty in the Department of Chemistry, there is a diversity of responsibilities and contributions that they make to the multiple missions of the university. For research-active faculty, the creation of new knowledge is a significant part of their role. While all faculty are involved in the teaching mission, for teaching-intensive faculty, the education of our students is of paramount importance. Among the faculty whose primary role is teaching, there are varying levels of responsibility and commitment, both on the part of the faculty and the university. The following proposal outlines a means by which we can more effectively differentiate between these various levels of contribution and provide some increased stature and security for non-tenure track faculty (NTTF) whose efforts extend beyond classroom instruction.

Instructional Faculty Designations and Position Descriptions

Lecturer: Title to be used for a short-term faculty member or a recent hire of **someone whose main responsibility is classroom teaching**. Normally, this appointment requires a Ph.D. degree.

Senior Lecturer: Title to be used for someone who is a long-term member of the faculty **whose main responsibility is classroom teaching**. Eligibility for promotion to this rank would **require a demonstrated excellence in teaching and at least 3 years as a full-time Lecturer or its equivalent**. This should be recognized as a terminal title and should have a pay scale that reflects this.

Instructional Assistant Professor: Title to be used for someone whose aspirations **include a greater contribution to the educational mission of the university beyond exceptional classroom instruction**. The candidate must present a narrative statement of up to four pages in length, which describes the candidate's major accomplishments in teaching, scholarly activities, and service. The narrative statement should include a description of how he/she has and will continue to contribute to the broader educational mission of the university in areas that extend beyond classroom instruction, and the necessary resources required to carry out such a program. Faculty in this rank would be reviewed annually, and their continuation in this position and the level of support for their programs will be evaluated. **Instructional Assistant Professor should not be viewed as a promotion from Senior Lecturer.**

Lecturers, Senior Lecturers, and Instructional Assistant Professors with 3 years of service may expect one year's notice before termination, except in exceptional circumstances.

Instructional Associate Professor: Title to be used for someone who not only has demonstrated excellence in teaching, but also has made significant contributions to the broader educational and/or research missions of the university, and has established a national reputation in the area. Promotion to this title would be based on merit, as measured by the significance and impact of their broader educational efforts. The candidate must present a narrative statement of

up to four pages in length, which describes the candidate's major accomplishments in teaching, scholarly activities, and service. The narrative statement should include a description of how he/she has and will continue to contribute to the broader educational mission of the university in areas that extend beyond classroom instruction, and the necessary resources required to carry out such a program. Faculty in this rank will be reviewed annually, and their continuation in this position and the level of support for their programs will be evaluated. An Associate Instructional Professor with at least three-years of service may expect two year's notice before termination, except in exceptional circumstances.

Instructional Professor: Title for someone who not only has excelled in teaching at Texas A&M University, but also has made significant contributions to chemistry/chemical education nationally. Faculty in this rank will have demonstrated the development of enhanced chemical education opportunities. The significance and distinction of their scholarly achievements should clearly place such faculty members **at the national forefront**, based on activities in research, education, or service. These faculty members should be leaders in the academic affairs of the University and should have shown significant accomplishment in areas that advance the mission of Texas A&M University. Involvement in obtaining funded research grants and other means by which scholarly and creative contributions, as assessed by peers outside the University, are also important.

Faculty in this rank would be reviewed annually, and their continuation in this position and the level of support for their programs will be evaluated. An Instructional Professor with at least three-years of service may expect three year's notice before termination, except in exceptional circumstances.

Mechanism for Promotion to Asst./Assoc./Professor of Instructions

A change in title from Senior Lecturer to Instructional Assistant Professor does not constitute a promotion and can be implemented by the Department Head; however, such action should be preceded by consultation with the Department's Executive Committee and Promotion and Tenure Committee. Considerations for promotion from Instructional Assistant to Instructional Associate Professor and Instructional Associate Professor to Instructional Professor will be initiated by the Department Head in consultation with the Executive Committee and are subject to the normal rigorous review, including solicitation of external letters and a vote of the Promotion and Tenure Committee and eligible faculty.

EXAMPLES OF CRITERIA THAT MAY BE EMPLOYED IN EVALUATION OF NTTF FACULTY IN THE COLLEGE OF SCIENCE

Faculty members in the Instructional Professor non-tenure track are to be evaluated on the quality and scope of their work in fulfillment of the multiple missions of Texas A&M University, in the context of the particular roles and responsibilities of the individual faculty member. All appointments in the Instructional Professor track would be subject to rigorous review by the normal promotion and tenure process. "Scholarly achievements" on which recognition and promotion for NTTF are based must be "discipline-related," and such activities must be of a nature that require an advanced degree in chemistry, rather than generalized data-gathering projects that are more properly performed in *e.g.*, the College of Education.

TEACHING (includes classroom instruction, academic advising, supervision of undergraduate and graduate research, and mentoring).

Indicators of Outstanding Merit - For Promotion to Instructional Professor

- Outstanding teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes
- Selection for a University or professional society outstanding teacher award
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence
- Publication of widely adopted or acclaimed instructional material, developing a new course that fills an identified need in the curriculum, receiving external grant support for teaching/learning projects, invitation to teach at domestic or international institution of recognized excellence
- Significantly contributing to the professional development of students (e.g., working with the University Honors program)
- Significantly contributing to the professional development of faculty (e.g., working with the Center for Teaching Excellence)
- Outstanding performance as a departmental undergraduate or graduate advisor
- Development and leadership in graduate student TA training and education

Indicators of Merit - For Promotion to Instructional Associate Professor

- Effective teaching performance, as evidenced by peer evaluation, student satisfaction and student outcomes such as selection for a college or departmental outstanding teacher award
- Development of effective pedagogical methods and materials as evidenced by peer evaluation, assessment, student satisfaction, and student outcomes
- Development of new courses or major revision of existing courses, competitive internal grant support for teaching/learning projects
- Reflective critique and continuous improvement of teaching, as evidenced by self-evaluation, teaching and/or course portfolios
- Evidence of high quality in class preparation, interaction, and accomplishments

- Effectively coordinating a multi-section course.
- Service as departmental undergraduate or graduate advisor (may also be included as a service activity where appropriate)
- Significant self-development activities leading to enhanced teaching effectiveness
- Participation in graduate student TA training and education, including receiving a competitive internal funding for teaching
- Participation in University Honors and/or other programs for mentoring the professional development of students, including participation in Center for Teaching Excellence and/or other programs for mentoring the development of faculty

SCHOLARLY ACTIVITIES (includes chemical education research and all other forms of scholarship – creative intellectual work that is validated by peers and is communicated).

Indicators of Outstanding Merit - For promotion to Instructional Professor

- Publications in refereed journals
- Receiving major fellowships or awards in chemistry/chemical education in the discipline
- Publication of scholarly book(s) and textbooks by reputable publisher(s)
- Serving as editor or member of editorial board of a major reputable chemistry/chemical education journal
- Serving as a member of review panel for national organization
- Presentation of invited papers at international and national meetings
- Chairing symposia at international and national meetings
- Receiving significant external peer-reviewed funding for education research in the discipline
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in education research in the discipline

- Publications with teaching focus in leading refereed journals
- Publications in refereed journals resulting from collaborative efforts with researchers in other fields or publications in non-refereed but widely recognized journals

Indicators of Merit - For promotion to Instructional Associate Professor

- Publication of curriculum materials including multimedia by reputable publishers
- Editing a reputable scholarly book
- Service as a reviewer for textbooks, multimedia products, journals or as an ad hoc reviewer for national organizations
- Presentation of papers at local and national meetings of appropriate disciplines
- Significant self-development activities that lead to increased education research in the discipline

SERVICE (includes outreach, service to the department or unit, service to the University, advising [may also be included as a teaching activity where appropriate] and professional service).

Indicators of Outstanding Merit - For Promotion to Instructional Professor

- Serving an administrative leadership role at Texas A&M University
- Serving as program chair or in a similar position at a national or international meeting
- Serving as an officer in the Faculty Senate
- Chairing a standing or ad hoc Texas A&M University committee
- Evidence of excellence in professional service to the local community and public at large
- Obtaining and managing major grants for K-16 education enhancement initiatives

- Leading major community outreach initiatives within the university to the community, including K-12 involvement
- Being an officer or committee chair in a national or international professional organization
- Serving on a major governmental commission, task force, or board
- Awards for service (university and national)

Indicators of Merit - For Promotion to Instructional Associate Professor

- Serving on University, college, and department committees and task forces
- Being an advisor to student organizations or a TAMentor
- Serving in administrative roles within the department
- Participation in outreach activities at the department, college and university levels
- Evidence of professional service to the local community and public at large
- Participation in the obtaining and running of major grants for K-16 education enhancement initiatives
- Being active in national or international professional organization
- Being an officer/program chair in regional or state professional organization
- Serving as an active member and/or officer of a subcommittee of the Faculty Senate
- Significant self-development activities that lead to enhanced service effectiveness Awards for service (departmental, college)