

# Department of Chemistry & Physics at USC Aiken

## Expectations for Promotion and Tenure

The Department of Chemistry and Physics emphasizes the need for strong pedagogy and encourages faculty mentorship of undergraduate researchers. Therefore, publications in pedagogical journals are given equal weight to publications in scientific journals in our promotion and tenure process. Furthermore, mentorship of undergraduate researchers is considered separately in this process, recognizing the additional labor involved.

Promotion to associate and full professor requires demonstrated involvement in teaching, scholarship, and service. Promotion to senior instructor requires demonstrated involvement in both teaching and service. Per the Faculty Manual, each faculty member must make their own case for promotion and/or tenure based on their accomplishments in these three areas. Scholarship is not a requirement for instructors, but scholarship on the part of instructors is valuable to the department and strengthens a candidate's application for promotion to senior instructor.

The department uses an annual faculty review process which is distinct from the promotion and tenure process. Satisfactory ratings on annual faculty reviews do not guarantee a successful application for promotion or tenure. Tenure-track faculty members are expected to submit at least one scholarly work for peer-reviewed publication before receiving tenure.

The following list provides examples of contributions in the areas of teaching, scholarship, and service. The list is not exhaustive, and other contributions are likely.

### Teaching:

Quality, conscientious teaching goes beyond the results of student evaluations of teaching, which are a measure of self-reported student happiness. Faculty evidence of effective teaching may include:

- Evidence of student progress towards course learning goals, such as student performance on standardized tests.
- Contributions to the development of new courses and labs, and substantial improvements of existing ones.
- Working effectively with colleagues toward effective coordination of multiple sections of the same course, or effective alignment of course content in sequential courses.
- Offering upper-division classes appropriate to the faculty member's expertise in response to student needs.

### Scholarship:

Faculty scholarship may be focused in one area or wide-ranging. Faculty evidence of meaningful scholarship may include, but is not limited to:

- Publication of peer-reviewed manuscripts, including journal articles, conference papers, patent applications, and books or book chapters.
- Publication of editorially reviewed manuscripts, including articles, books, or other formats, for a general or nonspecialist audience.
- Presentations at conferences, including poster presentations and nontraditional or remote presentations.
- Application for grant funding.
- Incorporation of undergraduate colleagues in any scholarly activities.

### Service:

The department expects candidates for promotion and/or tenure to demonstrate an active service record, including (but not limited to)

- University service, including serving on standing or *ad hoc* Faculty Assembly committees or search committees. Service on a standing faculty assembly committee is strong evidence of university service but is not required for tenure or promotion.
- Departmental service, including instrumentation and facilities maintenance, recordkeeping, coordination of multi-section courses, recruitment and retention activities, chairing or serving on departmental committees, development of advising resources, organization of departmental events, serving as a faculty mentor, attendance at departmental events, and attendance at departmental meetings.
- Professional service, including serving as a peer reviewer for journals, books, or textbooks, participation in professional societies, grant review panels, or serving organizationally (e.g., a symposium chair) at a professional conference
- Community service and outreach, including judging or demonstrating at science fairs or schools, providing teacher workshops, or participation in Chemistry Olympiad or similar competitions.

### Definitions:

Towards a clearer understanding of the promotion and tenure guidelines already established for this campus, the department provides the following clarifying statements:

- 1) Scientific journal articles usually have multiple authors, with each making some substantial contribution to the work published. In many journals, the position of first author and of corresponding author may indicate a particularly important contribution to the work reported, although this convention is not universal.
- 3) In the Department of Chemistry and Physics, no distinction is made among reputable journals as to their publication origin. Reputability of a journal is determined by consensus of the scientific community within a discipline. Evidence that a journal is reputable can include but is not limited to: (a) the reputation of the publisher and (b) various citation scores of the journal. Reputable journals may be traditionally published or open-access and may or may not charge a publication fee.
- 5) A publication which has been accepted for peer-reviewed publication, but has not yet been published, should be given equal weight to a fully published manuscript.
- 6) The normal rate at which a scholar publishes work varies wildly between specialties within scientific disciplines. Faculty members should not be assessed by direct comparison to others based on number of papers published.

8) It is not unusual for a topic or title to appear multiple times in a vita during the normal course of project growth from funding, to presentation, to publication. Redundant publication is avoided by the peer review process.

9) Posters and oral presentations, as well as other presentation techniques, should be considered to have equal value as evidence of scholarship.

10) Some faculty activities may arguably serve as teaching, scholarship, and service, or any two of those three categories. It is up to individual faculty to explain why a particular activity belongs in any particular category.