

# **Chemistry**

## **Overall Expectations for Fort Lewis College Faculty**

As a public liberal arts institution, Fort Lewis College strives to provide quality education to a diverse student body. As a liberal arts institution, we are committed to ensuring our students receive personal attention and mentoring. Thus, all faculty at Fort Lewis share a common identity and dedication to providing a student-centered education. In order to provide quality education, we must recruit and retain quality faculty and establish a common set of guidelines for faculty ensuring our principle aim of developing exceptional Teacher-Scholars.

Fort Lewis College is committed first of all to effective teaching, the College

a)

- a) excellent performance in teaching across the range of assigned courses, with convincing evidence that the person has moved beyond the “apprentice” stage of teaching represented by the rank of Assistant Professor. To merit promotion to Associate Professor, faculty members must show that they have become accomplished teachers who can effectively perform their share of departmental or programmatic teaching (either alone or in collaboration with others) without the need for substantial assistance or intervention by other faculty members. Such persons will also display the promise of continued development as teachers towards meeting the standards for promotion to Professor.
- b) a record of involvement with his or her discipline(s) through ongoing research or creative activity, with evidence of success in advancing some aspect(s) of an established research or artistic agenda beyond the dissertation (or other work completed to satisfy the requirements of the terminal degree). Such evidence will involve products or performances of sufficient quality and quantity to have received favorable peer review. Appropriate products of research or creative activity will be determined by the category(ies) in which one has chosen to work—e.g., in some cases one will have made a contribution to a field of inquiry, in other cases the contributions will be directed more towards the scholarship of teaching. To merit appointment as Associate Professor, candidates must also display the promise of continued engagement with their field(s) so as to develop towards meeting, over time, the standards for promotion to Professor.
- c) a record of effective contributions in service including, evidence of effective performance as an academic advisor based on knowledge of the general education curriculum and departmental or programmatic curricula and the ability and willingness to assist students as they plan inu

To merit promotion from **Associate Professor to Professor**, a faculty member also must present evidence documenting:

- a) sustained outstanding performance in teaching across the range of assigned courses so as to show mastery of the craft of teaching in his or her areas of competence. As accomplished teachers, Professors are expected to display outstanding performance in their own classes and, as reflective practitioners of the craft, should also be able to serve as resources for other faculty members in their own teaching. Even so, Professors are expected to remain committed to their own continuing development as teachers.
- b) a record of sustained engagement with his or her discipline(s) that indicates continued development as a scholar or artist beyond his or her accomplishments at the time of promotion to Associate Professor, with evidence of success in completing some substantial aspect(s) of his or her research or artistic agenda. Such evidence will involve products or performances of sufficient quality and quantity to have received favorable peer review. Evidence of continued development as a scholar or artist may comprise more products, better products, or products indicating success in moving into a new area of inquiry or creative work. Through their research or creative work, Professors are expected to have developed a mature perspective on their field(s) that enables them to situate both their own work and the work of their students in the landscape of their discipline(s). Professors are also expected to continue their engagement with their scholarly or artistic discipline(s).
- c) a sustained record of effective contributions in service including evidence of excellent performance as an academic advisor based on thorough knowledge of the general education curriculum and departmental or programmatic curricula and the ability and willingness to assist students as they plan their academic careers.

To merit promotion to Professor, faculty members must demonstrate substantial contributions in service that have advanced some area of this shared faculty work at the level of the department, the school, or the College.

- d) improvement in any area(s) of performance identified as needing attention in comments received from a previous review, as applicable.
- e) evidence of accomplishments in any other areas identified in the faculty member's profile.

It is understood that evidence that faculty members are successfully performing their duties should emerge as they address a) - e) in the review. Unless evidence to the contrary is presented in the PAF, it will be assumed that faculty members are exhibiting conduct in accordance with ethical and professional behavior.

## **General Expectations for All Faculty: Teaching**

inquiry and level of achievement appropriate to a course, a faculty member challenges students to achieve excellence. By relating their subjects to other areas of inquiry, faculty members show their students how to interconnect the different aspects of their academic work. By illuminating relations between theory and application, faculty members enable students to connect their academic work to other aspects of their lives. By acknowledging the limits to their own expertise, faculty members model academic integrity and demonstrate the need for life-long learning.

*Course design*

A course whose content is well structured has integrity within a discipline (or across disciplines), and reflects the College's prevailing academic standards and expectations. The careful selection of course content, sequencing of learning experiences, identification and development of effective







Record of classroom and laboratory teaching as described above, but in addition recognized for particularly effective engagement with students. Examples include effective classroom demonstrations, creative classroom examples and other forms of intellectual stimulation, laboratory innovation, expert teaching of communication skills, developing new and effective teaching materials, and creating successful new courses.

Provides teaching leadership in General Education and other college courses as departmental resources and time allows.

**Recommendation for tenure** requires a demonstrated ability to perform at the highest levels of departmental expectations and the potential for continuing this level of performance through a full career at FLC. Special consideration is given to the demonstrated ability and commitment to perform externally funded undergraduate research leading to publication with FLC student co-authors.

**Recommendation for promotion** will normally follow several years of performance at the highest levels of expectations for the department. Promotion to Professor will reflect consistent excellence in teaching, a documented habit of scholarly activity, mature leadership in service to the department and institution, and the perspective of experience that should be an attribute of all senior faculty.

Probationary Assistant Professors will normally be recommended for promotion simultaneously with recommendation for tenure.

### **General Expectations for All Faculty: Research or Creative Activity**

Though necessary for reappointment, promotion in rank, tenure, and positive senior reviews, successful teaching alone is not sufficient and indeed will be possible, over time, only in the context of an active

*A broad definition of research or creative activity*

Given the breadth of disciplines, the differences among teaching contexts, and the diversity of our faculty, there are many appropriate ways for faculty members to fulfill the expectation that they remain actively engaged with their fields. Specifically, the College endorses the view that research or creative activity—whether it is individual or collaborative—may originate in any of the four ways described in the report *Scholarship Reconsidered*<sup>1</sup> and summarized below. These broad categories of research and creative activity are not mutually exclusive: a given project may span several areas, and a faculty member may choose to explore various categories at different stages of a professional career.

*The Scholarship of Discovery* encompasses traditional research that creates new knowledge through original investigation that may be theoretical or empirical, disciplinary or interdisciplinary, or some combination of these. Construed broadly, this dimension of professional development also encompasses the creation of new works of art or musical composition and writing works of fiction, poetry, or creative nonfiction.

*The Scholarship of Integration* involves the critical evaluation, synthesis, analysis, integration, or interpretation of the research or creative work produced by others. It may be disciplinary, interdisciplinary, or multidisciplinary in nature and includes the varieties of artistic interpretation and performance.

*The Scholarship of Application* involves applying disciplinary expertise or the results of existing scholarship (produced by oneself or oexistin387-11(5(ppl)-212-30(c)-15(i1(p)-9(l)5(t)-21(i)-2e)-5



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**Scholarship of Teaching:**

Presentations on pedagogy and/or analysis of pedagogical techniques, delivered at conferences recognized by the profession

Peer-reviewed publications

As chemistry faculty mature at FLC the Chemistry Department will expect them to:

Offer undergraduate research opportunities as described above, with 2-3 students involved for nominally 10-week summer projects supported by external research grants.

Publishes in refereed journals with student co-authors.

In addition to responsibility for their own laboratory areas, willingly assumes responsibility for laboratory operations of a general departmental nature, including maintenance of departmental instruments and computers, general teaching laboratories, and stockroom operations.

**Recommendation for tenure** requires a demonstrated ability to perform at the highest levels of departmental expectations and the potential for continuing this level of performance through a full career at FLC. Special consideration is given to the demonstrated ability and commitment to perform externally funded undergraduate research leading to publication with FLC student co-authors. It is also necessary to demonstrate substantial potential for developing the collegial and leadership attributes described above.

**Recommendation for promotion** will normally follow several years of performance at the highest levels of expectations for the department. Promotion to Professor will reflect consistent excellence in teaching, a documented habit of scholarly activity, mature leadership in service to the department and institution, and the perspective of experience that should be an attribute of all senior faculty.

Probationary Assistant Professors will normally be recommended for promotion simultaneously with recommendation for tenure.

While it is intended that for tenured faculty the research expectation remain a norm, other forms of service and professional development may best meet the needs of the Department and the College. The Department may approve alternate expectations for a faculty member that utilize special talents, allow pursuit of an unusual opportunity, or allow a particular departmental or college need to be met. Nevertheless, it is important to remember that the College standard for promotion to Professor is "a documented habit of scholarly activity, as demonstrated by scholarly publications and or scholarly and professional activities."

A successful research-based sabbatical leave shall be considered a substantial form of scholarly development.

### **General Expectations for All Faculty: Service**

The members of a faculty share intellectual authority over the curriculum and take professional responsibility for its quality. They also assure the quality of instruction the College provides to its students, support one another's scholarly or creative work, and maintain a College-wide culture of inquiry. As participants in the work of our academic community, faculty members contribute to the effectiveness of their colleagues as teachers, scholars, and performing artists; by advising the administration, they also enhance the long-term well being and the common good of their departments, schools, college, and the College







### *Service to the College*

Faculty members participate in faculty governance by attending college-wide meetings, and meetings of their departments or schools. Faculty members can serve the College as a whole by taking on formal responsibilities (e.g., on governance committees or faculty search committees) or through informal activities such as assisting at Admissions events, directing a student research symposium, performing or speaking at an alumni event or at an event on campus, or advising student organizations. Faculty members may also serve the College by undertaking activities with external groups that increase the visibility of the College or otherwise advance the College's mission.

documentation of work undertaken in academic administration (e.g., work as a department chair, program director,  
documentation of work as a member of a task force or advisory panel,  
documentation of work in identifying, hiring, mentoring, supervising adjunct faculty,  
documentation of work on music juries, Upper-Division Qualifying Examinations, or auditions in the Department of Music,  
documentation of leadership positions held in professional organizations or significant contribution as a member of a committee (e.g., a policy committee, a program committee for a meeting) for a professional organization,  
documentation of service to the academic profession (e.g., report written as chair or member of a review team at another institution, documentation of work as a member of an accreditation team),  
documentation of work as reader or referee for grant applications (e.g., for NEH, NSF, or FIPSE),  
documentation of one's contribution to a College conference,  
documentation of work to support a student orientation,  
documentation of a contribution to a new faculty orientation or as a new faculty mentor, or  
documentation of presentations to alumni groups, campus groups, or other non-disciplinary groups.

### **Specific Chemistry Departmental Expectations: Service**

Participation and leadership in service to the Department, the College and the Community is expected of each faculty member. This expectation will increase in proportion to ones time at FLC. Because chemistry is a discipline firmly rooted in laboratory activities that require supplies, equipment and facility operations, assistance in laboratory and departmental operations will be given appropriate importance.

As a chemistry faculty begins their career as a probationary faculty member at FLC the Chemistry Department expects:

Contributions to program development, including assisting in preparation of proposals for curricular development, instrument acquisition, and staffing as needed.

Faculty to provide support for the Department's Seminar Program through program planning, professional and social interaction with visitors, appropriate assistance to students, and regular attendance.

Faculty to support such student needs as academic advising, appropriate personal counsel, Chemistry Club and other student activities, travel and presentations to professional meetings, career development assistance, and maintains overall collegial student-faculty relations.

Contributions to departmental responsibilities as needed, including instrument acquisition and upkeep, curriculum development, program planning and review,

personnel evaluation, hiring, and general departmental administration.  
Faculty to represents the Department to the College as needed, including  
participating in college committees, attending faculty meetings, participating in

**Service to the Community:**

Contributions to local community agencies/activities/schools

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