The Brigham Young University Rank and Status Policy, dated 14 January 2008, provides an outline of the expectations of a professional faculty member in the broad context of the university. In addition, the College of Physical and Mathematical Sciences Faculty Rank and Status Policy describes the expectations for faculty members in this college. As faculty in the Department of Chemistry and Biochemistry, we fully support the expectations outlined in the university and college policies. The purpose of this document is to elaborate on those expectations in the context of a science department with four active undergraduate major programs, a large service teaching responsibility, and well-established graduate and research programs. This document will serve as a general template for the evaluation of rank and status files for professional faculty in the department.

Efforts in the Department of Chemistry and Biochemistry are directed toward the achievement of three broad goals: (1) To build a world-class educational program for our undergraduate majors, incorporating excellent classroom instruction and meaningful research experiences. (2) To provide state-of-the-art, rigorous, and effective instruction in our service courses to non-majors. (3) To create and maintain an environment conducive both to outstanding scholarly work and to excellent teaching. The department’s graduate program plays a pivotal role in providing an environment that fosters outstanding scholarly work while contributing to the important day-to-day mentoring that is critical in providing meaningful research experiences for undergraduate students.

For the department to reach its goals it must recruit, develop, and retain faculty who are committed to achieving these goals, and who are willing to shoulder a fair share of the various functions that are an essential and inevitable part of a large academic department. While professional faculty have well-defined, specific responsibilities, they are expected to contribute in significant ways to advancing the development of the department as a whole. As stated in the university policy, “Professional faculty enjoy the same basic privileges as professorial faculty.” They are evaluated under two criteria: citizenship and the professional service associated with their specific assignment.

Although all faculty are evaluated on an annual basis, two milestone reviews are critical: the review for continuing faculty status (CFS), linked with promotion to associate professor, and the review for advancement to full professor. In the following sections we outline general expectations of a professional faculty member in the years leading to each of these milestone reviews. We recognize the unique character of each professional faculty position and that performance reviews must be conducted in light of the responsibilities outlined in the professional faculty member’s Letter of Appointment and Position Description.
Continuing Faculty Status, Associate Professor

The evaluation for continuing faculty status (CFS) and advancement to the rank of associate professor is important to the department because successful candidates are likely to stay at BYU and will affect the climate in the department for decades to come. During their time as assistant professors, professional faculty members should demonstrate an ability to contribute to the department and university in both citizenship and professional service, as indicated in the University policy. The criteria for evaluating teaching- and research-related responsibilities (found below) are used to the extent that they apply to a given individual’s specific assignment.

Teaching. Good teaching is central to the mission of the department. Some assistant professors are hired with teaching experience. Others are hired on the basis of promise in the form of good communication skills, letters of reference, and limited experience as graduate teaching assistants. To a greater degree in the latter case, the expectation for an assistant professor is not immediate performance as a master teacher, but rather demonstration of progress toward becoming one. Some indicators of that progress are as follows:

- A clearly demonstrated enthusiasm for classroom or laboratory instruction
- A steady improvement indicated by both student evaluations and peer reviews
- Reasonable accessibility to students
- Consistent, thorough preparation for classes or laboratories
- Effective mentoring of students
- A demonstrated interest in curriculum and/or pedagogical development
- Involvement in activities to improve teaching skills

Citizenship. Good citizenship in the Department of Chemistry and Biochemistry goes beyond the accumulation of a list of committee assignments. It implies a combination of attitude and effort that makes the department a better place to work for all employees. Professional faculty are strongly encouraged to take an active part in the area most closely aligned with their areas of expertise. Active interactions with other department faculty helps to avoid any tendency for an individual with a specific assignment to become isolated. In a broader context, citizenship may include an attitude of service toward the scientific community at large. The evaluation of citizenship will be based on the following indicators:

- Willing and effective service on department, college, and/or university committees
- Responsible management of supplies, wages, and travel funds
- Courteous treatment of students as well as faculty, administrative and staff employees
• Timely responses to requests for reports or other information from the department office
• Service to the scientific community outside BYU (if applicable to the professional assignment)

**Research-related Responsibilities.** Some professional faculty have responsibilities to provide essential support for department research programs, and thus serve to further the scholarship of professorial faculty and their students. Although it is not typically the responsibility of professional faculty to operate independent research programs, professional faculty with primary responsibilities in teaching may, if outlined in their job description as part of their assignment, engage in independent research in chemistry pedagogy. However, all such activities must be cleared through the chair or his/her designee. In these cases, it is expected that research in the Department of Chemistry and Biochemistry will lead to the generation of knowledge that is widely disseminated to the scientific community in the form of peer-reviewed publications. Professional faculty who have research-related responsibilities should be aware that because of the teaching mission of the department, research should involve students in the generation and publication of research results.

For those professional faculty whose job description includes research-related responsibilities, activities which demonstrate significant contributions in support of research should include some of the following:

• Productively collaborating with other faculty at BYU or scientists elsewhere
• Contributing to original research that can be presented at scientific meetings
• Authoring, co-authoring, or receiving printed acknowledgement as contributor to results generated at BYU and published in well-regarded journals
• Involving students, preferably a mix of graduates and undergraduates, in the research effort
• Contributing directly or indirectly to the submission of well-prepared proposals to external funding agencies
• Demonstrating a willingness to seek and heed advice from a mentor or senior colleagues
• Wisely using funds allotted in support of research-related activities
• Serving as a member of local, national or international committees, boards, review teams, etc. related to the profession

**Full Professor**

Although the general nature of a professional appointment does not change when a faculty member is promoted to associate professor, the review for advancement to full professor serves a fundamentally different purpose than does the review for CFS and advancement to the rank of associate professor. Whereas the latter is the basis for
making a long-term commitment to a faculty member, the former serves to acknowledge and reward meritorious performance by a colleague to whom the long-term commitment has already been made. The opportunities provided to assistant professors are deliberately uniform, as are their performance expectations. As careers progress, professional faculty have the opportunity to magnify their contributions both in citizenship and in their specific assignments, and it is appropriate that a more rigorous and flexible set of expectations be applied in the review for advancement to full professor. As in the review for CFS, the criteria for evaluating teaching- and research-related responsibilities found below are used to the extent that they apply to a given individual’s specific assignment.

**Teaching.** Regardless of commitments to citizenship or other responsibilities, a candidate for full professor should demonstrate commitment to excellence in teaching undergraduates. Minimal expectations for advancement to the rank of full professor include the following:

- Consistently positive evaluations by students and peers
- Consistent, careful preparation of classroom learning activities, assignments and exams
- Reasonable accessibility to students
- Scheduling of professional travel and other activities to minimize absences from class
- Active engagement in efforts to improve the candidate’s own teaching and teaching by others in the department

Some faculty will go far beyond these expectations, for example by assuming larger-than-average teaching assignments, by receiving consistently excellent evaluations from students and peers, and by becoming leaders in classroom innovation and curriculum development.

**Citizenship.** The professional faculty member should be fully engaged in the activities of the department and the professional community at large. Furthermore, he/she should demonstrate both the attitude and effort required to make significant contributions in furthering departmental goals. Although the citizenship expectations for advancement to full professor include those listed for granting of CFS and promotion to associate professor, a candidate for full professor will be expected to have assumed greater responsibility and demonstrated a higher level of contribution and maturity in citizenship. The evaluation of citizenship will be based on indicators such as the following:

- Willing and effective service on a number of department, college, and/or university committees
- Responsible management of supplies, wages, and travel funds
- Courteous treatment of students as well as faculty, administrative and staff employees
Timely responses to requests for reports or other information from the department office

- Significant service to the scientific community outside BYU (if applicable to the professional assignment)
- Assistance in mentoring of new faculty in appropriate ways
- Performance in a leadership role in a significant department undertaking.

Research-related Responsibilities. Some professional faculty have responsibilities to provide essential support for department research programs, and thus serve to further the scholarship of professorial faculty and their students. However, it is not typically the responsibility of professional faculty to operate independent research programs. If included in their job description, professional faculty with primary responsibilities in teaching may engage in independent research in chemistry pedagogy. However, all such activities must be cleared through the chair or his/her designee. Professional faculty whose assignment includes research-related responsibilities may demonstrate excellent contributions in some of the following ways:

- Working in long-standing productive collaborations with other faculty at BYU or with scientists elsewhere
- Contributing to multiple original research results that can be presented at scientific meetings
- Authoring or co-authoring multiple articles in well-regarded peer-reviewed journals
- Mentoring graduate and undergraduate students in the performance of their faculty mentored research
- Contributing in significant ways to the submission of well-prepared, preferably successful, proposals to external funding agencies
- Serving as a member of local, national or international committees, boards, review teams, etc. related to the profession