

The A. R. Smith Department of Chemistry

Faculty Handbook

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Foreword

The A. R. Smith Department of Chemistry has developed over time a collection of departmental policy documents that address specific processes and procedures adopted by the department. These documents, here gathered in a single volume, constitute a departmental faculty handbook that serves as a supplement to the *Faculty Handbook* of Appalachian State University. This handbook and the university *Faculty Handbook* together provide ready access to information concerning the policies and procedures under which the department operates.

As departmental policies, procedures, and operating guidelines that might affect portions of this handbook change, they will be incorporated in subsequent editions of this departmental faculty handbook.

Thomas C. Rhyne
Professor and Chair

Unit Mission Statement

The Department of Chemistry's primary mission¹ is to provide the highest quality instruction in the chemical sciences. The primary role for the department is the education of undergraduate students majoring in chemistry, particularly those students who are interested in pursuing careers either as professional chemists, as secondary school teachers, or as healthcare professionals. The department also serves science and nonscience majors whose programs require or recommend introductory courses in chemistry. We strive to provide each of our students with a variety of appropriate, exemplary educational opportunities while maintaining high standards of achievement in order to give the best possible preparation for employment or further studies in graduate or professional school.

The education of undergraduate students wishing to become professional chemists demands that they actively participate in problem solving laboratory or research activities under the direct supervision of a faculty member. This extension of classroom instruction leads to an intersection between scholarly activities and effective science teaching, placing the research and scholarly activities of the faculty in a position of utmost importance. Scholarship in the department has two components: scholarship in the support of undergraduate teaching of chemistry and scholarship in support of the advancement of the science of chemistry. Active involvement in scholarship in one or both of these areas is essential to the continued professional development and to the effectiveness of the faculty.

The department is dedicated to serving the academy through membership on College and University committees, and we encourage service to the profession by active participation at regional and national meetings. We also seek to serve the citizens and institutions in Appalachian's service region through professional consulting, laboratory services, and programs designed to enhance both the interest in and knowledge of science and science education.

As one of the departments that constitute the College of Arts and Sciences, the Department of Chemistry reports to the Dean of that college.

¹ From the Unit Plan submitted to the College of Arts and Sciences in the 2000-2001 academic year.

Educational Goals

The courses offered by the Department of Chemistry enroll three categories of students:

- students satisfying core curriculum science requirements,
- students from cognate areas² satisfying chemistry requirements, and
- students satisfying the requirements for a major in chemistry.

The educational goals of the department stated below reflect the various needs of these categories of students.

Educational Goals for Core Curriculum Science Students and Students Majoring in Cognate Areas or in Chemistry

1. Develop an awareness that science, mathematics, and technology are interdependent human enterprises with strengths and limitations.
2. Develop an understanding of the key concepts and principles of science.
3. Develop an appreciation for the unity and diversity of the natural world.
4. Develop the ability to use scientific knowledge and scientific ways of thinking for individual and social purposes³.
5. Develop an awareness of the synergistic relationship of chemistry to the other physical and biological sciences.

Educational Goals for Students Majoring in Cognate Areas or in Chemistry

6. Develop a working knowledge of the language of chemistry and science to allow effective communication with both scientists and nonscientists.
7. Develop mathematical, critical reasoning, and computational skills appropriate for the application of chemistry in the cognate areas.
8. Develop an understanding of the key concepts, principles, and methodologies used in the historical development and in the current practice of chemistry.

Educational Goals for Students Majoring in Chemistry

9. Develop oral and written skills appropriate for effective communication with both scientists and nonscientists.
10. Develop mathematical, critical reasoning, and computational skills appropriate for pursuing a career in chemistry or related discipline, further studies in graduate or professional school, or a career in teaching.
11. Develop an understanding of the key concepts, principles, and methodologies used in the historical development and in the current practice of the major areas of chemistry: analytical, inorganic, organic, and physical.
12. Develop a working knowledge of the processes of chemical science, i.e., identification of the problem, selection of methodology and instrumentation, collection of data, data reduction and analysis, correlation of results with existing knowledge, and analysis of the theoretical implication of results.

² Biology, physics, geology, exercise science, and home economics majors and non-degree-seeking students planning on pursuing careers in engineering, pharmacy, nursing, physical therapy, etc.

³ Goals 1-4 were adapted from a description of the scientifically literate person that appears in *Science for All Americans*, Project 2061 Report, American Association for the Advancement of Science, p.4.

Faculty Evaluation

The procedures and processes described in this document constitute the framework for faculty evaluation in the Department of Chemistry. The procedures and processes are subject to modification, adjustment, or amendment as the department's faculty evaluation system evolves.

In the Department of Chemistry the relative emphasis which has been placed on the three areas of professional activity by the full-time faculty is indicated in the table below. The table also shows a proposed goal that reflects an increased emphasis on scholarly activity.

Professional Activity	Historical Emphasis	Proposed Goal
Teaching	65%	60%
Scholarly Activities	15%	20%
Service	20%	20%

Procedures

Annual Reports

Each faculty member will prepare a written annual report using a form obtained from the department chairperson. The report will be submitted to the chairperson at least one week prior to the faculty member's spring conference.

Faculty Conferences

Each faculty member will meet with the department chairperson during the Spring term. This conference is mandatory. A conference may be held during the Fall term at the request of either the faculty member or the chairperson.

During the Spring conference the chairperson and the faculty member will review the past year's performance and establish goals for the forthcoming year, including defining or redefining the faculty member's role within the department.

The goals or the faculty member's role for a particular year may be modified at any time with the mutual consent of the faculty member and the chairperson.

Faculty Evaluation Summary

The chairperson will give each faculty member a copy of her or his Individual Faculty Evaluation Summary as soon as possible after the Spring term faculty conferences have been completed.

A faculty member may, within a reasonable period of time after receiving the Summary, request a follow-up meeting with the chairperson to discuss the evaluation.

The faculty member will return a signed copy of the Individual Faculty Evaluation Summary to the chairperson within one week after receiving it or after any follow-up meeting, whichever is appropriate. The signed copy signifies receipt of the Summary and signifies neither agreement nor disagreement with the contents of the Summary.

Criteria for Measuring Performance

Performance in each area will be measured qualitatively and quantitatively, where appropriate. The evaluation will be based on the faculty member's professional activities throughout the year; this is to insure that scholarly and service activities carried out in the summer are not excluded from consideration.

Criteria for Measuring Teaching

The quantitative measures of teaching will include the following:

$$\text{Student Evaluations} = \left(\frac{\text{Average Student Evaluation}}{\text{Department Average}} + \frac{\text{Per Cent Who Would Recommend Instructor}}{\text{Average Department Percentage}} \right) \times 0.5$$

$$\text{Student Load} = \left(\frac{\text{Total Students Taught}}{\text{Department Average}} \right)$$

$$\text{Teaching Load} = \left(\frac{\text{Total Contact Hours}}{\text{Fewest Contact Hours as Full Load}} \right)$$

Developing new or special topics courses (1 per course)

Providing after-hours help sessions (1 – 2)

Extraordinary efforts in teaching, such as significant content modification, handouts, class trips, or computer-assisted instruction: (1 per extraordinary effort)

Advising assignments (1 – 2 if there are two significant advising assignments)

Other efforts (1 per other teaching activity)

The qualitative measures of teaching may include:

Items submitted by the faculty member to the chairperson as part of the Teaching Portfolio. These items will be used to support the faculty member's assessment of her or his teaching ability. Such items may include, but are not limited to, the following:

- student evaluations of teaching
- letters from former students
- performance on standardized exams or pre/post tests
- nature, or level, of course(s) taught

Items obtained by the departmental chairperson regarding a faculty member's teaching:

Responses from a letter sent to recently graduated majors. The letter will ask the graduate to identify the two best, or most effective, teachers in the department and to briefly state reasons for their choices.

Responses from a memorandum sent to departmental faculty asking that they identify the two best, or most effective, teachers in the department and to briefly state the reasons for their choices.

Unsolicited comments from students, departmental staff, and/or faculty from other departments. Such comments will be shared (protecting confidentiality where appropriate) with the faculty member and included, if relevant, in the evaluation.

Criteria for Measuring Scholarly Activity

The quantitative measures of scholarly activity will include the following:

- | | |
|------------------|--|
| publications: | published paper in refereed journal (3) |
| | published book review (2) |
| | paper accepted for publication (1) |
| funded projects: | funded by off-campus agency (4) |
| | funded by on-campus agency (2) |
| presentations: | off-campus seminars (1) |
| | departmental presentations (1) |
| | regional or national meetings (2) |
| proposals: | proposals submitted individually (1 – 2) |
| | proposals submitted jointly (0.5 – 2) |
| | chair of committee submitting proposal (1) |

directing student research:	per student (2)
other:	off-campus scholarly activities (1 – 2) referee of papers or proposals (1) off-campus summer research (1 – 2) individual research projects (1 – 2) scholarly activities in support of teaching (1 – 2) professional development activities (0.5 – 3) per professional meeting attended (1) per relevant workshop or short course attended (1) per other appropriate activity (1)

The qualitative measures of scholarly activity may include:

Responses to a memorandum sent to departmental faculty asking that they identify the two most active or productive researchers in the department and to briefly state the reasons for their choice.

Items such as the journal in which a paper is published, length of the paper, invited presentations, dollar value of funded projects, reviewer's comments on submitted papers or proposals, level of individual involvement in research projects, papers, or proposals.

These qualitative measures will be shared (protecting confidentiality where appropriate) with the faculty member and included, if relevant, in the evaluation.

Criteria for Measuring Service

The quantitative measures of service will include the following:

committee service:	per departmental committee (.5) chair of departmental committee (.5) recording secretary of DPC (.5) per college or university committee (1) chair of college or university committee (1) faculty senate (1)
special departmental service:	obtaining internship positions (2) special recruiting efforts (2) obtaining donation of usable equipment (2 – 4) preparing and reviewing equipment bids (1 – 2) work on special departmental projects (1 – 2)
departmental service:	participant in physical science at ASU program (2) General College Advisor (1) Advisor to the Appalachian Chemical Society (1) Preprofessional Committee member (1) instrument set-up (1) seminar organizer (1.5) library liaison (1.5) per other appropriate activity (0.5 – 1)
community service:	science fair judge (1 per event) teacher workshop (1) per other activity which utilizes professional expertise (1)

Evaluation Summary

Following the submission of the faculty member's annual report and completion of the Spring conferences, the chairperson will make an initial evaluation which will be reported to the faculty member on the Individual Faculty Evaluation Summary form. Through a follow-up meeting, if requested, there will be an opportunity for further discussion and modification, if warranted, of the chairperson's initial evaluation.

The evaluation of a faculty member's performance in each area will be determined by considering

1. how the quantitative measures compare to the departmental average,
2. the qualitative measures, and
3. how the faculty member's stated goals for the year compare with the actual accomplishments.

The evaluation will be reported using the following scale:

qualitative descriptors
meritorious
commendable
acceptable
needs improvement
unacceptable

The overall evaluation of a faculty member will be determined by taking into account the faculty member's defined role and their evaluations in each of the three areas.

Evaluation for Merit Pay

Evaluations are converted to a numerical basis using the scale:

meritorious = 3 commendable = 2 acceptable = 1

Each evaluation (teaching, scholarship, service, and overall) is weighted equally. The numerical equivalents for each faculty member are summed and a departmental sum is then obtained. An individual faculty member's merit raise is calculated using the formula:

$$\text{Merit Raise} = \left(\frac{\text{Sum of Numeric Evaluations}}{\text{Department Sum}} \right) \times \text{Dollars available for merit raises}$$

Reappointment, Promotion and Tenure Guidelines

Revised October 19, 2000

Introduction

It is the purpose of these guidelines to serve the Department of Chemistry Personnel Committee and the Departmental Chair in their consideration of individuals for reappointment, promotion and tenure. Nothing in these guidelines should be construed as conflicting with the understandings and agreements that are already in place. It is important to recognize that each faculty member being considered for reappointment, promotion and/or tenure is an individual and is serving the Department and the University in a unique fashion. For each faculty member, it is recognized that her or his contribution to the Department and to the University is not a static one and that the relative emphasis for that faculty member may change with time. It should be expected that each faculty member being considered under these guidelines will have an appropriate agreement and/or understanding with the Department as to what is expected of him/her. Likewise it is expected that the resources (space, time, equipment, etc.) necessary to meet the specifics in the agreement and/or understanding will be supplied by the Department, the University and/or through other sources.

The three areas to be considered are teaching, scholarship and service. It is recognized that the documentation of each and every contribution is impossible and that one of the purposes of any presentation or discussion during the time of consideration for reappointment, promotion and/or tenure is to bring out such items. (Current Personnel Committee policy requires persons under consideration for reappointment, promotion, or tenure to present a written statement of professional activities pertinent to the decision under consideration).

The annual faculty evaluations in the Department of Chemistry provide the following ratings for each of the three areas: meritorious, commendable, acceptable, and needs improvements. These ratings are the chair's evaluation of the faculty member's performance in these areas, and are intended to be unbiased and objective as possible. It is suggested that the Personnel Committee use these evaluations for reappointment, promotion and tenure recommendations as follows, keeping in mind that they are essentially evaluations by an individual. Evaluations for reappointment should be at least acceptable in all areas with a clear potential for higher ratings. Evaluations for tenure and promotion should include at least one meritorious, at least one commendable and have none below acceptable.

The guidelines are not intended for evaluation for the purpose of distribution of merit pay.

Teaching

In the course of consideration of teaching as it relates to reappointment, promotion and tenure decisions, one should evaluate both classroom performance as well as any other activity related to teaching.

Classroom Teaching

The following criteria should be considered in evaluating the effectiveness of classroom teaching.

1. A teacher should meet all classes on time and for the requisite amount of time.
2. Class notes should be current and correct.
3. The dignity of students should be respected.
4. Expectations should be appropriate to the course being taught.
5. Students should be fairly and consistently graded and they should know or be able to figure out where they stand.
6. Tests and other graded materials should be graded and returned as promptly as possible.
7. An appropriate⁴ number of office hours should be scheduled.
8. Student evaluations of teaching should be considered, though not weighed too heavily until several (3 to 5 years) evaluations are available. Consistently negative evaluations may require more scrutiny than positive ones. Particular attention should be paid to those parts of the evaluations that may indicate patience with students and enthusiasm for the subject.

⁴ Current (2000-2001 academic year) University requirements are ten office hours per week.

9. Peer review of teaching.

Other Teaching Activities

Examples of other activities that may indicate dedication to teaching and/or quality performance in teaching include:

1. The development of new courses or significant improvement of existing courses. This may include attendance at or participation in workshops for these purposes.
2. The instruction of students in the practice of chemical research.
3. Participation in student advisement.

Scholarship

Scholarship is defined as any activity that contributes to the body of knowledge in an individual's field of expertise and ultimately exposes this contribution to the scrutiny of her or his peers. It is recognized that this may be a slow process and that the effort to accomplish this goal must be evaluated, rather than simply counted. At least one peer-reviewed publication is expected for promotion.

A non-exhaustive list of examples of scholarly activity, presented in no particular order, follows:

1. The actual performance of professional inquiry.
2. The publication of the results of professional inquiry.
3. The presentation of results of professional inquiry at national, regional or local meetings of professional societies.
4. The seeking of resources which would support professional inquiry.
5. The preparation and publication of laboratory experiments, laboratory manuals or textbooks.
6. The presentation of results of professional inquiry to peer groups at other colleges and universities.

Service

Service is defined as any faculty contribution to the Department and/or to the University requiring the use of one's professional expertise that is not defined as being within the teaching or the scholarship areas. A non-exhaustive list of examples of service, in no particular order, follows:

1. Committee appointments.
2. Presentations to visiting groups.
3. Presentations to groups at high schools, colleges, and universities.
4. Equipment operation and maintenance.
5. Running seminar programs.
6. Administrative position — considered from the department perspective.
7. Recruitment of students.
8. Professional consultation.

Guidelines for Class Load Equivalents

Recognizing the inherent imperfection in attempting to describe each faculty member's class load using a single set of guidelines, it does seem advisable to establish some standards that would cover most of the instructional assignments of the Appalachian faculty. It is not the purpose of these equivalents to describe a faculty member's class load in every detail but rather to draw a broad, somewhat uniform picture of load that will provide some commonality across campus as well as make some adjustments in the current descriptions in the class load equivalents (*Faculty Handbook*, pp. 33-34) that were developed over twenty years ago. These guidelines were proposed in April, 1992 and adopted in August, 1994.

The generally accepted measure of class load is the three-credit-hour lecture course. This unit of measure includes the time required for preparation, testing, grading, and outside-of-class consulting. The lecture courses in introductory mathematics (MAT 1020), history (HIS 1101), and English courses (ENG 1000) are in the range of 25-30 students so this would seem a reasonable measure of the standard size for a lecture course.

The following equivalents do not describe the hours required for a full load. This is more properly the responsibility of the faculty member, the department chair, and the college dean. These equivalents are an attempt to equate instructional assignments to the standard measure of the three-credit-hour lecture course with an enrollment of 25-30 students.

Faculty Load

Prior to allocating reassigned time, each faculty member's load for the forthcoming semester will be determined using the following guidelines or assumptions:

1. A full load is assumed to be 12 contact hours per semester.
2. Contact hours = hours in class or lab per week.
3. CHE 2210, with its open laboratory, is assumed to be a six contact hour course (2 hours for lecture, 4 contact hours for the lab).
4. Courses in which the enrollment usually exceeds 45 persons will be considered as oversize and the contact hours given for these courses will be adjusted accordingly. An oversize 3 hour/week course will be counted as a 4 contact hour course and an oversize 2 hour/week course will be counted as a 2 2/3 contact hour course.
5. No adjustment in contact hours will be given for upper level courses. The extra preparation time demanded by these courses is compensated for by their lower enrollment.
6. The maximum number of sections that will be assigned to a faculty member is five, with no more than four different preparations required.
7. The offering of a selected topic course will not be considered when making teaching assignments based on the standard twelve-hour/five-section/four-preparation load. The offered selected topic course would be counted in determining the teaching load but would constitute a voluntary teaching overload. Subject to available resources and faculty goals, reassigned time could be requested and could be granted for teaching such a course. The department chair may request a faculty member to offer a selected topic course when there is a demonstrated student demand; and in this case the course would be included in the standard load.
8. Independent study, undergraduate research, thesis, etc. will not be counted in determining the standard load. However, a faculty member may apply for reassigned time based on the responsibilities inherent in courses of this type.
9. Teaching loads exceeding the standard twelve contact hours will be avoided if possible. Compensatory time for an assigned teaching overload will be given in the following semester; such compensatory time will not be considered as reassigned time.

Reassigned Time

The *Faculty Handbook* states: "Faculty members are expected to carry their share of student advising and committee work in addition to the twelve-hour teaching assignment." Thus, reassigned time may be broadly considered as a reduction in assigned load, in advising responsibilities, and/or committee assignments. More narrowly defined, reassigned time represents an actual reduction in the twelve-hour maximum stated above.

Reassigned time will be granted for the following purposes:

To carry out departmental, college, or university service responsibilities assigned by chairs, deans, etc.

At the departmental level, service responsibilities for which reassigned time will be given are:

- introductory laboratory coordinator (3 contact hours)
- maintenance and operation of gas chromatograph/mass spectrometer (3 contact hours)
- to conduct documented⁵ research projects, including supervising graduate or undergraduate research students
- to conduct documented⁵ curriculum development projects, including the teaching of special topics or independent study courses
- to conduct documented⁵ professional development projects

Requests for reassigned time should be made to the chair at the appropriate time (for example, at the annual faculty conference, when schedules are prepared, and/or following the completion of early registration). The decision to award reassigned time will be based on:

1. resources available to the department
2. the mission and responsibilities of the department
3. the goals and objectives of the faculty member as stated on the annual report and as agreed upon in consultation with the chair

⁵ documented in this context means a brief, written statement describing the purpose or objective, the approach, expected outcomes, and projected completion date of the project.

Mentor Program for Nontenured Faculty

The Department of Chemistry Mentor Program is designed to serve a guidance, advisory, and advocacy function for nontenured faculty.

Each nontenured faculty member will be assigned a mentor committee consisting of two tenured faculty members.

The department chair will appoint the tenured faculty members to serve on the mentor committee. Service on a mentor committee is strictly voluntary and willingness to serve will be verified by the chairperson.

The expected term of appointment to a mentor committee would be until the nontenured faculty member was granted tenure (or was no longer a member of the Department of Chemistry).

The membership of the mentor committee would be changed either upon request of the nontenured faculty member or upon request of the mentor committee member.

Departmental Procedures for Peer Evaluation of Teaching

In recognition of the primary importance of teaching within the A. R. Smith Department of Chemistry, the department has established the following set of procedures for peer evaluation of teaching performance. To insure well-rounded evaluations of teaching staff, numerous indicators of teaching performance must be considered in every personnel decision involving teaching personnel. To address the need for broadly based evaluations every instructor shall maintain a *teaching portfolio* containing indicators of her or his teaching performance. The instructor must submit the portfolio to the department chair with the annual report and at least one week before any reappointment, tenure or promotion decision involving that instructor. The teaching portfolio will contain a number of items including, but not limited to, the following:

1. A statement of teaching philosophy, goals and objectives.
2. A current resume or *Curriculum Vitae* including a current publication list and descriptions (with dispositions, where known) of any grant proposals submitted for either teaching-related research or research performed with students.
3. Syllabi for all courses taught.
4. Evaluations of student performance, including summarized results of standardized exams (along with available norms) for classes in which they are administered.
5. Summaries of departmentally-standardized student evaluation surveys for each class taught by the instructor.
6. Descriptive summaries of teaching performance derived from direct classroom observations.

Other appropriate items in the portfolio might include such things as

7. Samples of student work (with permission of the student).
8. Samples of special materials, activities, exercises or projects developed by the instructor.
9. Self-evaluations of performance.
10. Responses to peer evaluations.
11. Evidence of attendance at teaching-related conferences or workshops.
12. Other materials deemed by the instructor to reflect on her or his proficiency or commitment to excellence in teaching.

The following guidelines will be used for direct classroom observations:

- A. Classroom observations will be conducted at least twice annually for non-tenured instructors and once annually for tenured faculty.
- B. The Department will assure that peer observers have reasonable preparation and training for the observation process.
- C. Faculty instructors to be observed will provide the name of one full-time departmental faculty member to be one observer and a list of six acceptable full-time departmental faculty from which the second peer observer will be chosen. Whenever possible, the chemical expertise of at least one of the seven faculty named by the instructor must lie in a discipline the same as, or closely related to, that of the instructor being evaluated. The Department Chair should receive the list within four weeks of beginning of the academic semester in which the observation(s) will occur.
- D. The second peer observer will be selected by the Department Personnel Committee from the list provided by the faculty instructor. At least one member of the chosen team must hold tenure. The Department Personnel Committee will select observer teams for laboratory teaching assistants.
- E. The instructor being evaluated will be notified in writing of team membership, after which the instructor and observers together will arrange the time(s) and place(s) for observation. The selected observers will have access to the instructor's teaching portfolio at least a week before scheduled visits.
- F. Peer observation teams will conduct classroom observations using the departmental approved *Peer Evaluation Worksheet*. (See Appendix I.)
- G. After observing the class and completing *Peer Evaluation Worksheets*, the peer team should write a narrative report summarizing their observations and general appraisal of the observed teaching. This general report should include an assessment of general performance and suggestions for improvement of teaching, based on information from the observation session and other information contained in the teaching portfolio.

- H. Within a reasonable period (ten working days), observers will meet with and present the Peer Evaluation Worksheets and narrative report to the instructor. At that time the overall appraisal and any suggestions for improvement should be discussed. The observed instructor should then include a copy of the narrative report in her or his teaching portfolio. The observed instructor may also include *Peer Evaluation Worksheets* in the portfolio if he or she so desires.

Each year during the annual conference with an instructor, the department chair should discuss with the person involved the issues noted or raised by peer observers or by contents of the teaching portfolio. Specific recommendations as to remedy should be made at that time, if deficiencies are noted. Additionally, the chair should make every effort to help the instructor set specific goals and timelines for improvements in her or his teaching.

University Procedures for Peer Observation of Teaching

Guidelines for Peer Classroom Observations Appalachian State University November 7, 1994

Each academic department must provide for direct classroom observations by peers in at least two (2) courses (when possible) for all probationary faculty and in all classes taught by teaching assistants. The application of this procedure to part-time faculty is still under review.

All departments must conform to the following guidelines with respect to this process:

1. Direct classroom observations by peers must take place at a minimum before each personnel decision involving a probationary faculty member.
2. Peer observation teams must consist of at least two members.
3. Peer is to be defined by each individual department.
4. Peer observation teams will conduct direct classroom observations using a written instrument approved by the department.
5. Peer observation teams must prepare a written statement of their assessment and recommendations.
6. Written statements of assessments and recommendations prepared by peer observation teams must be conveyed to the observed faculty member in a timely manner.
7. A copy of the written statement prepared by the peer observation team must be presented to the department chair of the faculty member being observed.

Peer Evaluation Worksheet

**The A. R. Smith Department of Chemistry
Appalachian State University**

Date _____ Instructor Being Observed _____

Class Being Observed _____ Peer Observer _____

Number of Students _____

Please answer the following questions either “yes” or “no”. If answered “no”, then helpful suggestions and/or specific details should be provided.

- | | | |
|---|---|--|
| Y | N | 1. The instructor began and ended class on time. |
| Y | N | 2. The instructor made effective eye contact with students. |
| Y | N | 3. The instructor used no distracting speech patterns or mannerisms. |
| Y | N | 4. The instructor made effective use of visual aids. |
| Y | N | 5. The lesson was delivered with enthusiasm. |
| Y | N | 6. The instructor displayed an adequate knowledge of chemistry. |
| Y | N | 7. The instructor invited questions and answered them appropriately. |

Commendations	Suggestions for Improvement

Peer Observer Signature _____ Date _____

Personnel Committee Procedures

The regulations, composition, functions, and procedures governing the Personnel Committee of the A. R. Smith Department of Chemistry are located in Section 4.8 of the *Faculty Handbook*.

Elections

Members of the Personnel Committee are elected by the faculty of the Department of Chemistry at a scheduled faculty meeting, normally held in late September or early October.

Members of the Personnel Committee will be elected from a slate of candidates, each of whom has consented to have her or his name on the ballot.

Election to the Personnel Committee requires a simple majority of the faculty members voting. Absentee votes are not permitted.

Membership and Term of Service

The Personnel Committee will consist of three tenured faculty members, one nontenured faculty member, and one alternate member.

Tenured faculty members are elected to serve a term of three years.

Nontenured faculty members are elected to serve a term of one year.

The alternate is elected to serve a one year term.

No faculty member may serve more than three consecutive years as a voting member of the Personnel Committee.

- Tenured faculty members who are elected to less than a three year term are eligible for re-election upon expiration of their term but if elected will serve a term such that the length of continuous service will not exceed three years.
- The alternate is not considered a voting member of the Personnel Committee.

Submitted Materials

Persons under consideration for reappointment, promotion, or tenure shall present a written summary of professional activities pertinent to the decision under consideration.

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