Our core mission is to provide the best possible education to students enrolled in our courses. We value results that are indicative of sustained excellence in lecture and laboratory teaching, high professional competency in the discipline that we teach, and service. A vital activity of our faculty as part of providing the highest quality undergraduate education is research with undergraduates. The 2003 annual report of the Undergraduate Research and Creative Activities program at the College of Charleston (accepted and approved by the Provost, President and Board of Trustees of the College of Charleston) defines undergraduate research as "any creative effort undertaken by the undergraduate student that advances the knowledge of the student in an academic discipline and leads to new scholarly insights or the creation of new works that add to the wealth of the discipline." This definition allows for recognition of a wide array of activities provided that the effort is creative, designed to advance or add to knowledge, and includes a plan for dissemination. A necessary implication in that definition is the role of the faculty as mentors to the students in all stages of the process. Participation by an undergraduate in a challenging, scholarly project can be the single most important experience that a student will have in college.

Mentoring undergraduates on research projects requires extraordinary effort and enthusiasm that is normally expected of tenured or tenure track faculty members in our department. We do not expect all faculty to be actively engaged in mentoring undergraduates working on research at all times, but we do feel that the activity is so central to the education of our majors that we furthermore set it as a normal requirement of all tenured or tenure track faculty members in our department when seeking tenure, promotion or a superior rating for post tenure review. Research with undergraduates may take many different forms within chemistry and biochemistry, but it is normally characterized by: (1) the faculty member is an active mentor of the student; (2) the research activity includes engagement of the student in the process of research; (3) the faculty mentor is helping the student work towards becoming independent; (4) the research is focused on seeking a solution to a problem where the solution is of interest to the scientific community. Not all sub-disciplines in chemistry and biochemistry afford the same ease of access for conducting research with undergraduates. While research with undergraduates that results in published papers is highly valued, obtaining research papers with undergraduate co-authors is not a departmental requirement.

In addition to the College-wide standards for performance evaluation, we also consider the following.

Departmental Emphasis for Teaching: In evaluating teaching effectiveness, we consider both lecture and laboratory instruction and in addition we consider the impact on our students by
a faculty member’s mentoring of undergraduates in research. The department will strive to evaluate the evidence to determine the contributions of instructors and/or mentors on post graduate student successes. Specific measures of effectiveness may include, but are not limited to, student scores on departmental examinations, graduate school qualifying exams, departmental exit field examinations, placement of students in graduate or professional school, success of students in graduate school, scholarships or honors received by students, performance of students in subsequent courses, or successful employment of students.

Departmental Emphasis for Service: Evaluation of service may include, but is not limited to, the extra time spent by a faculty member in mentoring students in research, curricular oversight of multi-sectional courses, advising student organizations or active engagement in other student centered development activities. Research with undergraduates is considered a form of service in the department. In most cases it would be easier for faculty to do productive work without the personal effort spent mentoring the student. The effort of mentoring a student in research requires the mentor to train students, monitor their safety, administer their projects, redesign projects suitable to students’ capabilities, and improve student communication skills for professional presentations of research results. Furthermore, the expertise developed by the student as a result of effective mentoring is only rarely brought to bear on the faculty member’s research but will most often be manifest in the students’ successes after graduation. The success of our department depends upon faculty investment in this service.

Departmental Emphasis for Research and Professional Development: In evaluation of professional development, while we appreciate all forms of scholarship, we require scholarship that is characterized by the application of the scientific method to solution of a hypothesis driven problem; and we are especially appreciative of results that include demonstrable and significant participation by an undergraduate student.

Specific Departmental Expectations for Third Year Review of Tenure-Track Faculty: Candidate is normally expected to have submitted a competitive application for external research support (infrastructure support for research also counts), and to have established a routine and continuous effort in development of research efforts on the College of Charleston campus. Competitive internal applications for research support are expected. Candidate is required to have demonstrated service to the department, and is normally expected to have volunteered for service to the School, or the College. The candidate will show promise of effectiveness as a classroom and as a laboratory/research teacher. The candidate at the third year review shall show substantial progress in all three areas and must show promise of being exemplary in either the area of teaching or research.

Specific Departmental Expectations for Tenure & Promotion: Candidate is normally required to have a minimum of two peer reviewed research publications as evidence of scholarship. These publications should demonstrate application of the scientific method. The department will critically evaluate the quality of the publications. The department values, but does not require, funded external grants in support of research as evidence of the development of a sustainable research effort. Candidate is required to have demonstrated continued service for the Department, service for the School, and to have at least stood for elected representative service in College-wide faculty governance.

Specific Departmental Expectations for Promotion to Full Professor:
The candidate must typically possess a minimum of seven peer reviewed research publications, of the type previously described for tenure, at least four of which must be papers not considered as published in the previous promotion to Associate Professor. In the case of a candidate hired as an untenured Associate Professor, five papers while in rank at the College are expected prior to promotion to Professor. Sustained effort in securing external and internal grant support for research since receipt of tenure is required.

**Specific Departmental Expectations for Post-Tenure Superior Rating:**
A faculty member seeking a superior rating for Post-Tenure review must meet the FAM standard for promotion to full professor by providing evidence of continuing quality teaching, research and service. The candidate must demonstrate evidence of an exemplary performance in at least one of the specified professional competency areas or significant achievement in all three areas. In addition to these FAM requirements, the Chemistry Department expects that a candidate seeking a superior rating will also be active in mentoring undergraduate research.

**Specific Procedures for all Departmental Evaluations:**
- Upon appointment, the chair will appoint a mentoring committee for the candidate. The mentoring committee (to include 3 tenured faculty members) will meet once a semester with the candidate to review candidate progress in all areas, and to offer suggestions. Every spring semester, the mentoring committee will present a report on the candidate’s progress to the tenured members of the department. The report should indicate areas of possible concern and ways in which the candidate could improve his or her path towards a successful outcome in the tenure decision. Candidate packets will include these reports.
- The departmental panel review will convene no sooner than two weeks after the packet has been submitted.
- At the time of summative review (for 3rd year, tenure, or promotion) the individual evaluation panel colleague letters will be submitted at least 48 hours prior to departmental review, and may not be revised thereafter. Members of the panel should review letters from other panelists only after all panel members have submitted their letters. The panel will meet to discuss the individual colleague letters and to review the candidate’s packet at least 48 hours in advance of the interview with the candidate. At the end of the initial review meeting, the chair of the panel will forward a list of questions or concerns that it wishes the candidate to address during the interview. The candidate will be provided the list of questions at least 48 hours prior to the interview meeting.

**Normal Procedure Clarification for Third Year:**
- Graduate letters will NOT be solicited
- External reviews of research will NOT be solicited

**Normal Procedure Clarification for Specific Procedure for Tenure:**
- Independent external reviews of research will be solicited only if the candidate requests them
- The department will solicit letters of graduates mentored by the candidate

**Normal Procedure Clarification for Specific Procedure for Promotion to Professor:**
• Independent external reviews of research will be solicited
• The department will solicit letters of graduates mentored by the candidate