

Department of Chemical and Biomolecular Engineering Scholarship Guidelines for Merit, Tenure, and Promotion

The Department seeks to foster a community of engaged and productive faculty who demonstrate a continuing record of scholarship in chemical engineering and related disciplines. The purpose of these guidelines is to provide priority ranking of scholarly activities for:

1. pre-tenured faculty during the probationary period,
2. associate professors seeking promotion to full professor,
3. time in rank at full professor, and
4. all faculty preparing professional activities forms for merit pay review.

The central premise is that faculty in ChBE are encouraged to have an ongoing record of scholarship in chemical engineering or closely related fields that demonstrates the disciplinary expertise of the individual. Thus, refereed disciplinary journal publications are considered most beneficial and meritorious and should comprise the majority of an individual's Group A activities. Scholarly work based on research outside of chemical engineering or closely related disciplines is considered meritorious, but anticipated to be insufficient for tenure and promotion. It is assumed that scholarly endeavors are completed under the auspices of Lafayette College.¹ This is normally demonstrated in the address of correspondence or institutional affiliation of the scholar. Collaboration in scholarly activities, normally demonstrated by co-authorship, is common, and individual faculty are responsible for clearly articulating their role in all co-authored publications, or other activities deemed equivalent in Group A.

To align with the strategic mission of Lafayette College, scholarly activities that include undergraduate student participation are considered more meritorious with all other factors equal. The Department values the mentoring of students in independent research projects through Honors Thesis, Independent Research, or the EXCEL/CBL Scholars Program. Evidence of productive mentorship can be seen in student presentations at academic conferences and in the contribution of students as co-authors and co-presenters of research publications.

Priority ranking of scholarly activities is given below:

Group A: Most beneficial and meritorious

Original peer-reviewed and archived disciplinary journal publication²

Funded external research grant (\geq \$25K/yr expenditures)³

Patents

Peer-reviewed and archived pedagogical journal publication (Scholarship of Teaching and Learning)⁴

Group B: Highly beneficial and meritorious

Conference presentations with published proceedings

Non-peer reviewed publications

Authorship of a book chapter

Funded external research grant ($<$ \$25K/yr expenditures)

Other publications not meeting Group A criteria (e.g. textbook, review article)

Group C: Beneficial and meritorious

Conference presentations without published proceedings (abstract only)

Conference presentations (operational pedagogy)

Invited external presentations

Submitted external research grant ($>$ \$25K/yr expenditures)

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Merit is assessed annually; promotion and tenure are assessed over a multi-year period. For merit purposes, a high quality scholar will annually⁵ demonstrate a subset of activities described among Groups A, B, and C, with Group A activities being most meritorious. For consideration for tenure, a high quality scholar will, on average, annually⁵ demonstrate a subset of activities described among Groups A, B, and C, with Group A activities being necessary and sufficient. For promotion to the rank of Professor⁶, tenured faculty members will also demonstrate a subset of activities described among Groups A, B, and C, with Group A activities again considered necessary and sufficient, while also showing evidence of academic leadership, as stated in the Faculty Handbook (4.3.10). The Department recognizes the time and energy invested in positions of academic leadership and values these contributions.

The Department Head will bring requests for re-consideration of the above guidelines to the Department for discussion on an annual basis.

Notes:

¹Scholarly work completed prior to employment at the College is excluded from consideration for tenure and merit.

²The process of peer-review of a journal or equivalent must include feedback from an editor and other reviewers, a procedure for revision or adjudication of a submission, and the possibility of rejection; i.e. a non-zero reject rate. Additionally, the journal or equivalent must be able to demonstrate impact by either ISI Impact Factor > 1.0 or an acceptance rate of 40% in cases in which an impact factor is not available. If it does not meet these additional criteria, it may be deemed acceptable in Group A by arrangement with the Department. (e.g. new journals endorsed by major national societies.)

³Successful grant proposals are assigned merit in proportion to research expenditures; research expenditures are computed based on the amount of individual activity within a specific award. For multiple equal investigators (as in shared equipment), total expenditures are divided equally among individuals. Research expenditures are the same as total award for single investigator grants.

⁴Peer-reviewed pedagogical publications must also meet the criteria described above in footnote #2. It is assumed that SOTL is a faculty member's secondary research interest. For a colleague whose disciplinary expertise is in SOTL, it is anticipated that these publications would comprise the majority of their Group A activities.

⁵One year is defined by the calendar year (CY) for both merit and tenure; i.e. January to December. Therefore, there are five full calendar years for the typical tenure-track – as shown below in the table reproduced from the Lafayette Faculty Handbook, Section 4.1.6. Pre-tenure faculty are encouraged, although not expected, to demonstrate published scholarly activities in CY 1. It is anticipated that at the time of consideration for tenure, a faculty member will show evidence of continuing scholarship.

Untenured Assistant Professors [Added 11-9]

Years of Full-Time Teaching at Lafayette	Year 1	Year 2	Year 3	Research Leave, one or two semesters	Year 4	Year 5	Year 6	Year 7
Review Pattern for Assistant Professors	No formal review	Pre-tenure conference in spring semester	Midterm review in spring semester	Year does not count toward tenure clock	Post-tenure conference in the spring semester	No formal review	Tenure review in fall semester	Tenure effective or terminal year
	CY 1	CY 2	CY 3	CY 4	CY 5			

Fall ——— Spring

⁶For promotion to the rank of Professor, no set period of time for advancement is specified in the Faculty Handbook, but will be seriously considered in each four-year review, with particular focus during the second four-year evaluation (Section 4.3.10).