UCCS Department of Chemistry and Biochemistry
UNIVERSITY OF COLORADO COLORADO SPRINGS

UCCS Department of Chemistry and Biochemistry

Bylaws

I. Preamble

The Department of Chemistry and Biochemistry at UCCS (hereafter referred to as the Department) has the following mission: to provide undergraduate and graduate (MSc) students with the fundamental knowledge of chemistry and biochemistry, tools for lifelong learning, and professional success.

We achieve our mission by:

Teaching our students fundamentals of chemistry and biochemistry while fostering problem-solving, critical thinking, communication, and team-work skills.

Our **faculty are teaching and research scholars** who involve undergraduate and graduate students in **original research** in chemistry and biochemistry. Our students work closely with faculty mentors in these scholarship activities, resulting in co-authored presentations and peer-reviewed publications in the scientific literature. Students are encouraged to be involved in faculty-led research and may start early in their college careers.

All of our **faculty are student-focused and truly devoted to undergraduate and graduate students** and their success. We specialize in undergraduate education and use the latest methods of instruction. We encourage student learning through modern teaching technology and pedagogy. We maintain close working relationships with the Excel Science Center and the Student Success offices.

Our faculty are engaged with **advising and mentoring students**. Faculty are keenly aware of advising issues that arise owing to our many degree options, course prerequisites, and course requirements. Student advising materials are available online at the Department website, in the Department main office, on the Academic Advising web site, and at advising sessions organized by the faculty. Faculty also mentor students, assisting in placement in graduate or professional programs, internships, research experiences, and interview/resume-writing skills. Faculty work closely with graduate students to advise them on courses and to hone their research, writing, and presentation skills.

Safety in the teaching and research laboratories is one of our core values and we recognize that laboratory safety, chemical hygiene, proper waste management, and environmental stewardship are everyone's responsibility. The Department is focused on creating the safest workplace possible by providing safety training, appropriate response, and measures for preventing accidents. Laboratories are inspected yearly by external entities.

Our faculty **actively participate in service** to the Department, the College, the UCCS campus, the community, and the profession in a variety of capacities. We encourage outreach and educational initiatives to broadly enrich the lives of citizens with whom we participate.

Our vision and core values are offered in our ***Strategic Plan***. The purpose of this document is to outline the bylaws of our Department to assist in governance. It is noted that any UCCS bylaws of the college, campus, or regents supersede the bylaws written here.

II. Structure of Department

A. The Department consists of the following:

1. Full-time tenure-track and tenured faculty (TTF) at the ranks of Assistant Professor, Associate Professor, and Professor
2. Full-time and part-time instructional, research, or clinical (IRC) faculty at the ranks of Instructor, Senior Instructor, Principal Instructor, and Lecturer
3. Faculty at the Attendant, Adjoint, and Adjunct ranks
4. Visiting faculty
5. Scholars in residence
6. Emeritus faculty
7. Full-time and part-time Classified Staff and University Staff

All faculty and staff members may attend department meetings and participate in discussion. Voting rights within the Department are extended to all faculty and staff with at least 0.50 FTE in the Department for issues related to curriculum, space, and resources. Voting on personnel issues relating to faculty (excepting search committees, please see II.B.2.e) is limited to TTF.

B. Committees

1. The Chair of the Department has the right to appoint the following committees and is considered an *ex officio* member. Further description of each active committee is provided in the *Strategic Plan*.
2. Committees may include:
   a. General Chemistry Curriculum Committee
   b. Curriculum Committee
   c. Assessment Committee
   d. Space and Resources Committee
   e. Committee for Departmental Advancement and Marketing
   f. Search committees, which will consist of a Search Committee Chair (TTF), search committee members not limited to TTF or IRC faculty in the sub-discipline, and at the discretion of the Search Committee Chair, may include a search committee members outside of the Department.
   g. Any *ad hoc* committees

III. Personnel

A. The **Chairperson**

1. The Department Chair is a tenured faculty member at either the associate or full professor rank selected from the ranks of the Department faculty. The position of Chair typically rotates through the tenured faculty of the Department with a typical term length of the Chair of three to four years. At the close of a term, the Chair may be re-elected by the voting TTF and IRC faculty. Discussions between the Chair and faculty are encouraged to ensure that the expectations of the faculty are being met. No term limits are imposed and a Chair may seek re-election indefinitely so long as the Department faculty are supportive. Per Regent rules, the Department faculty will nominate and recommend a faculty member for the chair to the Dean of the College. If the Dean disagrees with the recommendation, the Dean will meet with the Department faculty to discuss the disagreement. Appointment of the Chair is ultimately approved by the Chancellor.

2. Chairs are tasked with the duties designated in Appendix A, though this list may be adjusted with the duties of the Associate Chair, described in III.B.1 and Appendix B.
3. The Chair will select an Acting Chair in event of their extended absence. The Acting Chair may be a former Chair of the Department or the current Associate Chair. Should the Chair be unable to continue in office, a new Chair will be selected as described in III.A.1.
4. Department meetings are held monthly and all faculty and staff are expected to attend and participate in the discussion. Items for the agenda should be submitted to the Chair for communication prior to the meeting. Items not on the agenda may be considered but not necessarily voted upon at that meeting, though this is at the discretion of the Chair. Meeting times are to be held when there are as few lecture and laboratory sections scheduled as possible so that the highest possible number of faculty and staff members may attend the meeting.
5. As needed, there will be discussions with the Chair to discuss the *Strategic Plan*, these Bylaws, and to include a five-year review of these documents.
6. The Chair will complete annual merit evaluations of faculty and staff within the unit according to the rubric in Appendix D.

B. **Other faculty administrative positions**
1. Associate Chair. The Associate Chair is appointed by the Dean based on the recommendation of the Chair. The typical term length of an Associate Chair is 2-4 years, although there are no term limits for this position. The Associate Chair is to have a performance evaluation with the Department Chair yearly. Duties of the Associate Chair are included in Appendix B.
2. Graduate Program Director of the Master of Sciences (M.Sc.) program. The Graduate Program Director of the M.Sc. program is elected by the Department faculty. The term is typically 2-4 years, although there are no term limits for this position. Duties are included in Appendix C.

C. **Faculty**
1. All faculty are expected to contribute to the Departmental mission (teaching, research, and service) in proportion according to their contractual load agreement. This educational load can include teaching at the undergraduate and graduate levels, in lecture or laboratory, and may include mentorship in research activities, internships, or a teaching practicum.
2. Please note that for IRC faculty, service loads typically constitute no more than 5% FTE (although some may have a higher service load for coordination of labs or TAs) and as such, Departmental service loads should be limited. However, any IRC faculty member is indeed welcome and encouraged to participate should they desire to contribute to Department governance.
3. Faculty are expected to develop a syllabus and schedule for each course they teach. Inclusion of learning objectives in the course syllabus is required, and inclusion of statements regarding Disability Services, Veterans and Military Affairs, student wellbeing, etc. (see Faculty Resource Center) is encouraged. Faculty are required to post in digital format their syllabus, schedule, and other course materials in the learning management system. Faculty are expected to observe policies from the Office of the Registrar and to meet contact time requirements appropriate for the assigned credit hours of the course. All faculty are expected to hold office hours each week to support the students in their courses.

4. Faculty rights and responsibilities are highlighted in Article 5 of the Laws and Policies of the University of Colorado Board of Regents. These Regent documents supersede any statement included here.
5. Faculty are expected to support and advance a culture of safety in the Department. All faculty working in a teaching or research laboratory are expected to update annual training certification with UCCS Environmental Health and Safety. Faculty who oversee teaching and research activities in the laboratory are expected to provide supervision to students and employees and to be in compliance with all safety regulations. Research faculty are also referred to the PI Responsibilities document at EH&S.
6. Teaching rotations or priority assignments for off-term (summer, Winterim, spring break, or Weekend University) courses may emerge. If a faculty member is interested in teaching such a course and that course meets Departmental, college, and campus criteria for the period in question, the course may be added to the schedule. If there are enough faculty interested in teaching these off-term courses, the Chair will develop an appropriate rotation policy to allow equal opportunity for all interested and qualified faculty to teach a particular course.
7. For promotion of IRC faculty from Instructor to Senior Instructor and from Senior Instructor to Principal Instructor, the Department will follow the LAS Policy on the Promotion of Instructors (All Ranks).

IV. Communication

A. Communication among Department members may take many forms, including but not limited to: verbal announcements at monthly Departmental meetings, email announcements, postings to the MS Teams page, or announcements via the Department website.
B. Sensitive communications, such as annual reviews or letters stemming from review for promotion and tenure are handled through the Faculty Success portal.

V. Financial

A. The Chair is responsible for the orderly financial administration of the Department, working closely with the HR & Finance Professional for the Department and the financial analyst(s) of the College. General fiscal responsibilities are part of the Chair's duties.
B. The Chair is responsible for developing financial policies to include: (1) allocation of professional development funds (travel funds) especially if there may be a hierarchical structure for dispersal of additional funds; (2) allocation of F&A funds or other indirect costs recovered from contracts and grants; and (3) allocation of monies secured through other funding sources such as, but not limited to: Weekend University, Extended Studies, CU Succeed, Laboratory Fees account, etc. The Chair may seek to develop an *ad hoc* committee to discuss financial issues or put discussions of large expenditures to the voting faculty at monthly Department meetings.

VI. Denouement

A. These bylaws, as all future revisions of these bylaws, shall be adopted if agreed upon by two-thirds of the voting Department faculty.
B. Appendices included.

Appendix A: Chemistry and Biochemistry Chair Duties*

To Serve:	Duties	Frequency
Students	Issue permission numbers	Semester
	Deal with concerns	As needed
	Confirm graduates with departmental honors	Semester
	Select outstanding graduates	Semester
Faculty & Staff	Monitor teaching loads	Semester
	Administer annual merit reviews	Annual
	Prepare promotion recommendations	As needed
	Prepare adjoint faculty recommendation	As needed
	Prepare new position proposals	As needed
Department	Lead department meetings	Monthly
	Prepare ACS annual report	Annual
	Prepare ACS periodic report	5 Year
	Schedule/present awards ceremony	Annual
	Make budgetary decisions	As needed
	Maintain courses and degree programs	As needed
	Prepare new degree programs	As needed
	Confirm majors sheets and DARS audits	Annual
	Maintain web site	As needed
College	Attend Chairs & Directors meetings	Monthly
	Meet with the Dean	Monthly
	Attend C&R committee meetings	As needed
	Submit budget requests	As needed
Campus	Maintain course schedule	Semester
	Monitor course enrollments	Semester
	Add/change/cancel course sections	Semester
	Maintain catalog	Annual
	Monitor lab fees	Annual
	Manage program review	7 Years
	Review CU Succeed proposals	As needed

*May be revised as needed

Appendix B: Chemistry and Biochemistry Associate Chair Duties*

To Serve:	Duties	Frequency
Students	Issue permission numbers	Semester
	Schedule advising sessions	Semester
	Maintain list of prospective graduate teaching assistants (GTAs)	As needed
	Manage scholarships and assistantships	Semester
	Address concerns‡	As needed
Department	Schedule intro/gen/org chemistry laboratory instructors	Semester
	Monitor laboratory course enrollments	Semester
	Organize PPRSF award	Annual
	Review/amend strategic plan, bylaws, and policy statements	2-4 Year
College	Attend Chairs & Directors meetings‡	Monthly
	Attend C&R committee meetings‡	As needed
‡If Chair is unavailable		

*May be revised as needed

Appendix C: Director of the M.Sc. Program Duties

To serve:	Duties:	Frequency:
Prospective students & Unclassified students	Reviews and addresses new applications	As needed
	Recruits new applicants, particularly AMP students, and guides the student applicants through the process of applying	As needed
	Provide accurate written information about the MSc programs in the department for inclusion on the department website	As needed
	Facilitate a smooth transition for students from unclassified to admitted status for qualified students	As needed
	Coordinate recruitment activities with the Graduate School team	As needed
	Advertise available financial support opportunities (fellowships and TAships)	Yearly
	Evaluates applicant credentials and works with the Graduate School to process provisional student applications	As needed
	Works with the department HR & Finance Professional to respond to inquiries, advise potential applicants, appraise applications for completeness	As needed
	Meets with new applicants and provides department tours upon request	As needed
New and Continuing students	Helps admitted students to find a research mentor (CHEM 5904/7000) or project paper advisor (CHEM 7050)	At the start of each student's program
	Meets with students to assess student plan and progress towards degree completion and meeting program requirements in a timely manner	Semester
	Monitors provisional student progress and request change of admission status as appropriate with the Graduate School and Admissions & Records	Semester
	Addresses student questions and complaints	As needed
	Provide general advising support to all MSc students	Semester
	Advertise available fellowships and TAships	Yearly
	Manage the GTA program	Semester
	Submit required paperwork for transfer credit, status change, etc., as required by policies & procedures of the Graduate School	As needed
	Encourage students to present at local conferences or in the department seminar series	As needed
Graduating students	Verify all program requirements have been satisfied	Semester
	Provide final approval on thesis or project paper format, when required	As needed
	File Application(s) to Advance to Candidacy and transcripts to the Graduate School	Semester
	Provide final memo to department chair for approval to submit names of graduates to the President of the University of Colorado via the Graduate School Dean	Semester

	Communicate processes and procedures for defending and filing the thesis	Semester
Department	Attends Graduate Executive Committee meetings and shares meeting content with program faculty as needed	Monthly
	Solicits suggestions for changes and additions to the programs or program plan documents	As needed
	Recommend curricular revisions or discuss new courses to be developed and offered	As needed
	Develop new degree plans, program tracks, or courses	As needed
	Shares assessment forms with thesis committee chairs to be shared with the department assessment coordinator	As needed
Forms	The Graduate Program director will also bear ultimate responsibility for the paperwork or updating of online materials in categories listed below:	
	Admission(s) forms, including AMP Intent applications	Semester
	Revision of admission status for provisional students	As needed
	Use of unclassified credit towards MSc program requirements	As needed
	Transfer of credits	As needed
	Validation of expired courses	As needed
	Advancement to candidacy	Semester
	Approval of thesis committee	Semester
	Degree audits	Semester

Appendix D: Department of Chemistry & Biochemistry Annual Merit Review Criteria

Spring 2022

Overview

Faculty are evaluated in the areas of teaching, research, and service based on points accumulated in the Annual Merit Review Evaluation Spreadsheet (AMRES) for various activities and by qualitative self-reflections for teaching. While the performance categories of Below Expectations, Meeting Expectations, Exceeding Expectations, and Outstanding are somewhat nebulous in nature, departmental faculty consider performance of Meeting Expectations to represent performance that, while not sufficiently poor to warrant disciplinary action, meets only the minimum expectations of the profession. Given such, faculty seek to cultivate a culture in which going above-and-beyond such minimal expectations is the norm, a practice that encourages and rewards innovations and helps to ensure that the department is always well positioned to meet the evolving needs of the modern student. Given this philosophy, departmental faculty aim to make the Exceeding Expectations rating the norm among its members, with the rating of Outstanding reserved for those faculty who truly "stand out among the rest" when compared with all faculty in the College of Letters, Arts & Sciences.

Slight adjustments to the AMRES can be made each year to allow for flexibility in times of significant disruption. For example, incorporating FCQ scores was made optional during the COVID-19 pandemic, sabbaticals or FMLA time can be entered in the AMRES to account for gaps in teaching, research, and service for a semester or full year. Additionally, the departmental chair, through consultation with each faculty member, can choose to adjust scores to account for factors such as how faculty create a climate of professionalism, civility, and respect within the department.

Details on the AMRES point system and teaching self-reflections are provided below. Overall, these evaluation techniques were designed to ensure that faculty members are working towards the departmental mission.

Chemistry & Biochemistry Departmental Mission Statement

> *We strongly believe in providing a positive educational experience for our students. As stated in our campus Core Values, "We will seek the development of a multicultural campus environment in which each person contributes unique talents to make the university a better place and, in turn, is fully valued and supported." Our goal is to recruit and foster a diverse population to pursue careers in chemistry-based sciences, including chemistry and biochemistry research, medicine, medical research, dentistry, pharmaceuticals, and teaching, to name a few. (chemistry.uccs.edu)*

Teaching self-reflection

Each faculty member writes a 150-200 word essay that discusses feedback received in the past year in the area of teaching and how that received feedback will inform future teaching activities. Faculty are encouraged to write a reflection that balances positive and negative feedback. Ultimately, this reflection is intended to serve as a springboard for the thoughtful improvement of teaching related activities. This reflection is then converted into a quantitative score by considering how well the reflection aligns with the departmental mission statement.

Claiming Activities

Annual Merit Evaluations necessitate that, among other requirements, faculty self-assign numerical scores (0-5) in each of the areas of Teaching, Research, and Service. The AMRES is intended to provide a transparent and efficient way for departmental faculty to quantitatively evaluate their activities and products in these areas. Departmental faculty strive to use the annual evaluation process to both reflect on (and receive credit for) past activities while simultaneously planning for future activities to improve individual endeavors in teaching, research, and service. A full breakdown of how the AMRES is used to self-assign numerical scores in each of the areas of Teaching, Research, and Service is provided below.

Determining quantitative scores

1. Teaching – The teaching score is in the range of 0-5 using the following point breakdown.

- Teaching reflection (20%) – Instructors will write a reflection on/interpretation of qualitative assessments of their teaching (150-200 words) and self-assign points (out of 100). The purpose of the teaching reflection is 1) to take the time to thoughtfully consider how faculty teach and identify possible areas of improvement, and 2) to include qualitative aspects of teaching in an evaluation that are not captured fully by tallying up teaching activities or through FCQ scores.

- FCQ scores (30%) – The Department of Chemistry & Biochemistry identified the FCQ questions that most closely indicate *quality of instruction by the instructor teaching the course* are provided by questions #3, 4, 7, 9, 10, and 11. Only the points from these questions are included in the teaching score. Each question has a 20% weight on the FCQ score except for questions #7 and #11, which both have a 10% weight. The 10% weight on these questions was chosen because both evaluate a similar aspect of teaching. FCQ scores are included in the teaching score as a weighted average of 50% per course taught and 50% per student taught. This was implemented to more fairly compare small upper-division classes and large introductory courses, since these types of courses often receive markedly different FCQ scores. The FCQ questions included in the AMRES are:

    - Q3: Assessments clearly related to course content
    - Q4: Course afforded increase in knowledge, skills, subject understanding
    - Q7: Instructor explained course ideas in clear and understandable manner
    - Q9: Instructor demonstrated interest in student learning
    - Q10: Instructor demonstrated respect for and professional treatment of all students
    - Q11: Instructor communicated effectively with students about the course.

- Teaching activities (50%) – Teaching activities are divided into two main categories: 1) Primary points, and 2) Secondary points. Primary points constitute the activities identified by the Department as necessary for *meeting expectations for teaching in the Department of Chemistry & Biochemistry.*

- Meeting expectations for teaching – The baseline for meeting expectations for teaching requires that faculty perform all the following “primary point” activities in each course taught:

    - Attending scheduled course meeting periods
    - Providing syllabi that describe course details/regulations

- Grading and returning student assessments in a timely fashion
- Holding weekly office hours
- Presenting course goals/learning objectives to students

- AMRES teaching activities – The following table shows the points accumulated for performing various teaching activities

AMRES Teaching Activity	**Points**
Primary Points	
Attending scheduled course meeting periods	10
Providing syllabus that describes course details/regulations	3
Grading and returning student assessments in a timely fashion	4
Holding weekly office hours	2
Presenting course goals/learning objectives to students	1
Secondary Points	
Posting the course syllabus on Canvas	2
Dynamically communicating an updated syllabus/schedule with students	2
Utilizing classroom technology	2
Providing course material to UCCS Book store and/or Excel Science Center	1
Grading/returning at least one assessment before census date	4
Posting lecture notes/slides/reading material to Canvas prior to class period	8
Recording and posting podcasts to Canvas	6
Posting lecture recordings to Canvas	6
Posting announcements to Canvas regarding student questions, topics, *etc.*	2
Providing answer keys for quizzes, tests, problem sets etc.	2
Writing/crafting original student assessments (e.g., exams, quizzes, etc.)	4
Grading student assessments using a clearly communicated rubric/grading guide	2
Managing student graders or teaching assistants	2
Using electronic audience response system (e.g. clickers) in course	2
Providing feedback on graded assessments for student improvement	2
Managing student discussions in course	2
Regrading of students' assessments based on their feedback	2
Developing and grading higher level/greater difficulty graduate student assessments	3
Answering student emails within one business day	4
Preparing materials for a laboratory course prior to scheduled laboratory period	4
Giving Starfish alerts	2
Giving Starfish Kudos	2
Incorporating active learning activities in course material	4
Interacting with students during active learning activities	4
Utilizing peer leaders in the classroom	4
Administering mid-semester evaluations	2
Discussing results of mid-semester evaluations with students	2

Incorporating mid-semester feedback into structure of *current* course	2
Administering pre- and post-course evaluations	2
Incorporating post-course feedback (survey and/or FCQ) into future courses	2
Significantly revising a course (traditional, hybrid, or online)	0-10
Developing a new course	0-20
Incorporating Open Educational Resources (OER) into course	0-10
Performing an unreciprocated Guest Lecture	3
Cross-referencing language and/or material between parallel lecture and lab sections	2
Interrelating chemistry sub-disciplines within course curriculum	2
Major contribution to published textbook	0-50
Minor contribution to published textbook	0-20
Utilizing peer observation in your classroom	8*Number
Actively observing a peer in their classroom	8*Number
Crafting a letter reporting results of peer evaluation	1*Number
Meeting post-observation to discuss observer feedback	2*Number
Adopting new teaching methods based on peer evaluation feedback	2
Assessing honor student activities in a course	2
Choosing/evaluating new textbooks or laboratory manuals for course adoption	2
Creating original textbooks or laboratory manuals	0-20
Mentoring students in independent research/projects	2
Mentoring honors thesis students	2
Crafting written research-related documents alongside students	0.25
Crafting presentations (oral and poster) alongside students	0.25
Mentoring students on career goals/plans	0.25
Participating in an on-campus teaching workshop/activity/conference	5
Participating in a national/international teaching workshop/activity	10
Organizing/facilitating a teaching workshop/activity/conference	20
Earning an FRC teaching badge	10
Acting as an FRC teaching fellow	10
Being honored with a college teaching award	10
Being honored with a campus teaching award	20
Being honored with a regional or national teaching award	30
Being honored with a conference presentation award (*e.g.*, best poster award)	5

- The Teaching Point Curve is used to convert accumulated teaching activity points into a Teaching Activities Score to be used for the Total Teaching Score. The maximum value of the curve (see Figure 1) is based on how many primary points the instructor receives. If the instructor does not receive all primary (meeting expectations) points, it is not possible for them to receive a 5/5 for their full teaching score no matter how many secondary points they earn. Since teaching points are 50% of the total teaching score, the curve has a maximum of 2.5 points for instructors that complete all primary activities.

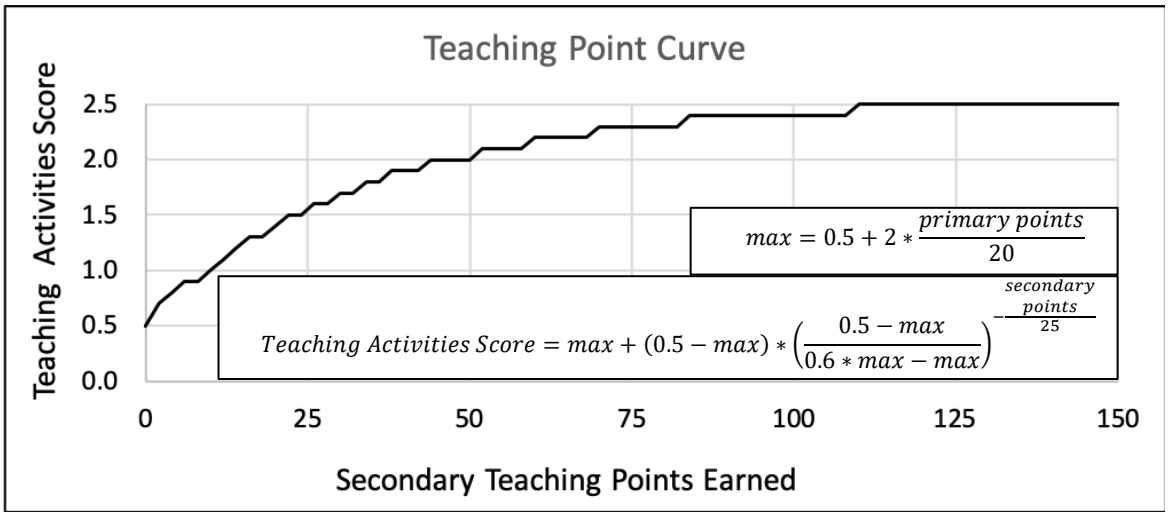

Figure 1: Equation and plot of the teaching point curve used to calculate the teaching activities score based on secondary teaching points earned in the AMRES

2. Research – The research score is in the range of 0-5 using the following point breakdown.

- Meeting expectations for research – The score range associated with meeting expectations in the area of Research is from 2.5 to 3.5 on a 5 point scale. Owing to the unique nature of each faculty member's research, there is not a universal list of activities that must be completed in order to achieve a score corresponding with "meeting expectations" in the area of research. Rather, such a score can be achieved through any combination of the below outlined Research activities.

- AMRES research activities – The following table shows the points accumulated for performing various research activities

AMRES Research Activity	**Points**
Accepted refereed research manuscript **with** student co-authors	10
Accepted refereed research manuscript **without** student co-authors	8
Accepted refereed research review/short communication **with** student co-authors	8
Accepted refereed research review/short communication **without** student co-authors	6
Submitted research manuscript **with** student co-authors	5
Submitted research manuscript **without** student co-authors	4
Bonus points for **accepted** manuscripts **with UCCS faculty/staff** co-authors	2
Bonus points for **accepted** manuscripts **with non-UCCS faculty/staff** co-authors	1
Bonus points based on impact factor of journal	Impact factor
Invited presentation at major meeting	4
Peer-reviewed presentations (talks or posters) at meetings	3
Non-peer reviewed presentations (talks or posters), e.g., CSURF, MLRD, etc.	1
1st external grant funded	10 for first ≤$50K + 1 for each additional $50K
2nd external grant funded	
3rd external grant funded	

External grant proposal submitted	4
Internal grant funded (CRCW, etc.)	3
Internal grant proposal submitted	2
Student/faculty research award	1
Research students	1
New facilities development	2

- The research score is determined based on points earned in the AMRES. The curve used to convert points earned into the research score is shown in Figure 2.

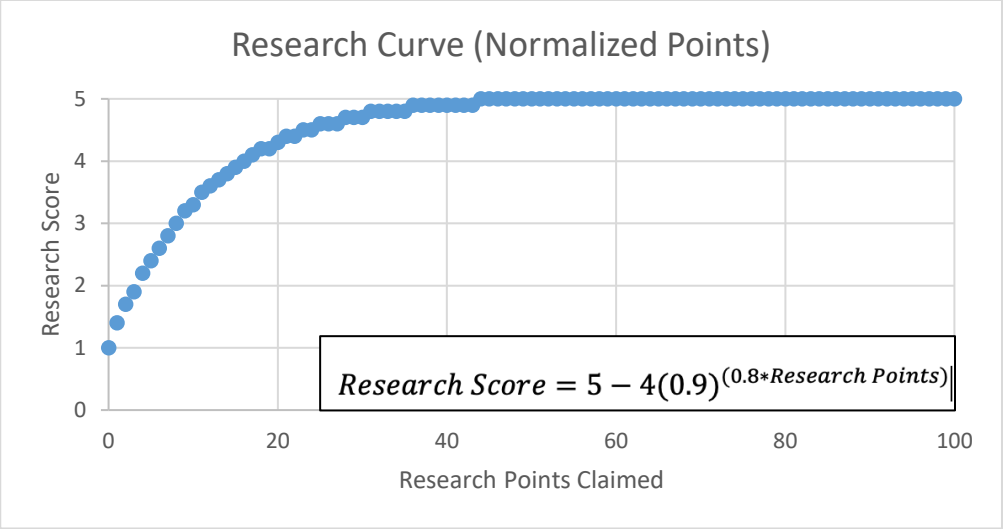

Figure 2: Equation and plot of the research point curve used to calculate the research score.

3. Service – The service score is in the range of 0-5 using the following point breakdown.

- Meeting expectations for service – The score range associated with meeting expectations in the area of Service is from 2.5 to 3.5 on a 5 point scale. Owing to the different nature between service expectations of Instructor Track Faculty (ITF) and Tenure Track Faculty (TTF), the activities required to achieve a score within this range differ between ITF and TTF. For ITF, a service score corresponding with "meeting expectations" is achieved by receiving full points for "departmental participation each semester". For TTF, only claiming "departmental participation each semester" will receive a score corresponding with "below expectations," while scores corresponding with "meeting expectations" can be achieved through any combination of additional activities.

- AMRES activities – The following table shows the points accumulated for performing various service activities

AMRES Activity	**Points**
Departmental participation each semester	2
Major work committee (>8 hours per semester)	4
Chair of major work committee	2
Search committee	2

Chair of search committee	2
Attend and provide feedback on departmental interviews	1
Professional service (review of manuscripts, proposals, etc.)	2 for first review + 1 for each subsequent review
Minor work committee (<8 hours per semester)	2
Chair of minor work committee	2
Primary unit committee	2
Chair of primary unit committee	2
Instrument maintenance	2
Establishing internship	1
Mentoring activities	1
Advising, orientation, majors/minors fair, etc.	1
Open house, awards ceremony, or other event participation	1
Participation at invited local meeting	1
Letters of recommendation (minimum 5 letters to accrue points)	1 per 5 letters
Community service (science fair, Science Olympiad, community outreach, etc.)	1
Leadership role in outreach associations	2
Organizing outreach symposium/workshop	2
Alumni outreach initiatives	1

- The service score is determined differently depending on if the faculty member is TTF or ITF due to the different workloads (20% for most TTF and 5% for most ITF members). The curve used to convert points earned into the research score is shown in Figure 3 for TTF and Figure 4 for ITF.

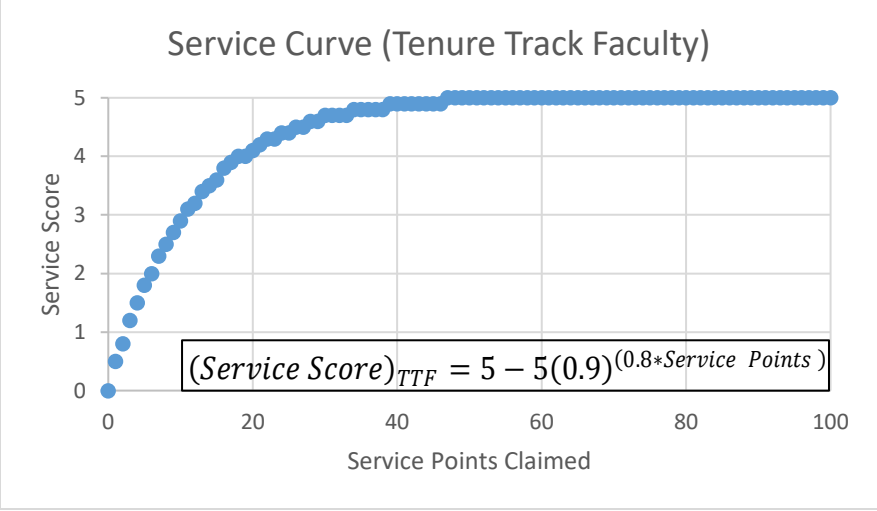

Figure 3: Equation and plot of the service point curve used to calculate the service for TTF.

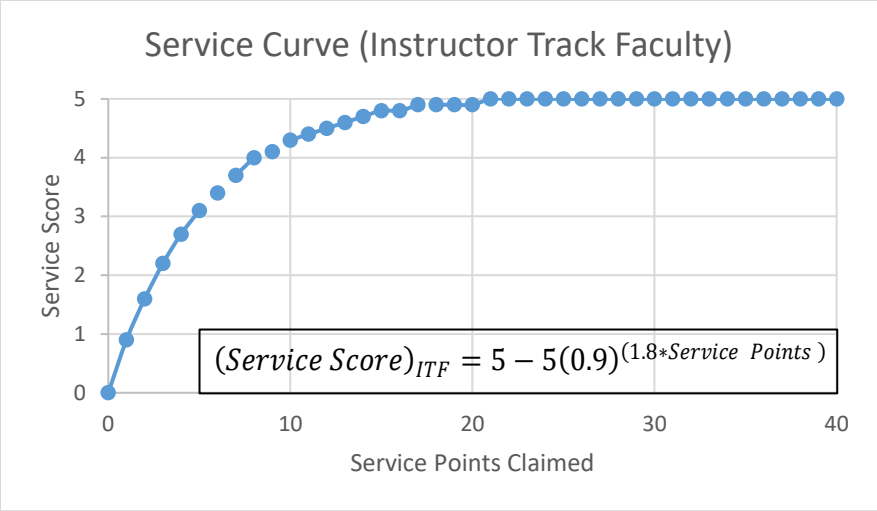

Figure 4: Equation and plot of the service point curve used to calculate the service activities score for ITF.