

**DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY  
EVALUATION PROCEDURES AND POLICIES  
FOR PERMANENT FACULTY  
2022**

**I. General Operating Procedures**

- A. The Department of Chemistry and Biochemistry Personnel Committee will proceed in accord with the following operating procedures and policies where they are not in conflict with those specified in the current University Faculty Personnel Policies and Procedures (FPPP) document, CSU Trustees policies, or the Unit 3 Collective Bargaining Agreement (CBA) contract between CSU and CFA.
- B. Individuals have the responsibility for making certain that their files are complete and current. Modesty should not prohibit placing pertinent material in the file.

**II. Structure**

- A. The membership of the Department Retention, Tenure and Promotion (RTP) Personnel Committee shall consist of all full-time tenured and eligible FERP faculty members of the Department except for the following:
  - 1. The Department Chair except as provided in the FPPP - 4.1.10
  - 2. Faculty members who are serving on the College Personnel Committee
  - 3. Faculty members on semester FERP, sabbatical or other leaves that occur during the review cycle.
  - 4. Faculty members being reviewed for promotion that academic year
- B. Subcommittees of at least three people will be elected by the Department for each individual to be reviewed. The function of the subcommittee will be to:
  - 1. Make certain that at least one faculty member of the Personnel Committee to be evaluated have ample opportunity to observe the individual in the lecture or lab and to turn in written evaluations
  - 2. Meet with the faculty member being evaluated to resolve any questions by either the committee or that individual
  - 3. Write the initial draft of the final evaluation and recommendation.

**III. Operation**

- A. A quorum of the RTP subcommittee must be present in order for the subcommittee to officially meet. A quorum shall consist of a majority of committee or subcommittee members.

- B. The RTP subcommittee will consider evidence from the instructor's working personnel action file (WPAF) that deals with each of the three main areas of activity. This information shall be the basis for a written summary evaluation of the instructor's performance. In addition, a recommendation may be made regarding courses the individual should teach if retained. The final recommendations will be adopted by the entire committee. When the Committee meets to vote on the reports and recommendations, normally all members must be present. If a member abstains from voting, the member shall submit a written reason for the abstention (FPPP - 10.3.13). When a recommendation has been approved by the majority of the committee, it will be placed on the official RTP form and signed by the committee. Members in disagreement with the majority opinion have the right to write minority reports.

#### **IV. Criteria and Standards for Retention, Tenure, and Promotion**

In each area of review [Instruction, Professional Growth and Achievement, and Other Contributions to the University and Community (Service)] all reports conclude with an evaluation, or *rating* (FPPP 10.3.3): exceeds expectations (EE), meets expectations (ME), does not meet expectations (DE). The following table specifies a) what ratings are typically required to produce a recommendation for tenure or promotion and b) what work constitutes the minimum necessary to achieve a given rating.

	Teaching	Prof. Dev.	Service
Tenure	ME	ME	ME
Prom. To Assoc.	ME	ME	ME
Prom. To Full	ME	ME	ME
Early Tenure and Prom. to Assoc.	EE	EE	ME
Early Prom. to Full	EE	EE	EE

The candidate may focus her/his efforts in various ways to be recommended for tenure or promotion, however a candidate rated as does not meet expectations in any area will not be recommended for tenure or promotion. Also note that a minimum rating of *meets expectations* in teaching is required for tenure or promotion (FPPP 10.3.3). The record of candidates undergoing a performance review for the purposes of retention should demonstrate that there is a reasonable chance of the candidate obtaining tenure in due course (FPPP 10.4.3.b & c). Therefore, the rating of retention candidates should be based on their progress toward the achievements necessary for recommendation for tenure or promotion. Also note that candidates for promotion to Professor must also clearly demonstrate substantial professional recognition at and/or beyond the University itself (FPPP – 11.1.2).

In the consideration of promotion, the review process shall only consider the candidate's record of performance for all years since appointment or the last performance report for promotion, whichever is most recent.

In what follows the Department has attempted to quantify and qualify *typical* minimal activity in the three areas of review: Instruction, Professional Growth and Achievement, and Other Contributions to the University and Community (Service). We strongly emphasize that these

qualified and quantified minimums are a *typical* set of achievements that a candidate *could* pursue, but that other achievements of equivalent value may substitute for these quantified minimums.

The purpose of the minimums stated below is not to restrict the candidate's range of work, but to aid both the candidate and the personnel committee by providing *an example set* of achievements that would merit a positive recommendation for personnel action.

## Instruction

Teaching effectiveness in the first minimum and indispensable requirement for retention, tenure and promotion (FPPP- 10.2.5.a) Evidence of this effectiveness will be assessed in the following **areas**.

**1.1 Establishing and maintaining academically rigorous and effective classroom and laboratory instruction**

**1.2 Developing or implementing innovation in undergraduate chemical education both in and out of the classroom**

**1.3 Creating new courses or programs or revamping existing courses or programs contributing to the Department's strategic plan**

**1.4 Mentoring students outside of the classroom**

Success in **area 1.1** is of central importance; therefore, all faculty under review must demonstrate effective or superior performance in this area. In order for a candidate to receive a ME or EE rating in **area 1.1** the evidence should demonstrate a subset of the following activities:

- knowledge of and enthusiasm for the subject matter and teaching
  - i. in courses within the specific sub-discipline of chemistry (analytical, biochemistry, chemical education, inorganic, organic or physical) for which the candidate was hired to teach
  - ii. in the General Chemistry course for majors
  - iii. in other courses which the candidate teaches
- good organization of subject matter and course
- effective communication
- positive attitude toward students, cultivating student-student and student-instructor relationships
- fairness in assessment and grading of student learning
- encouragement of active learning and group work
- prompt feedback on assignments
- using class time wisely
- setting high standards and communicates them to students
- recognizing and responding to the fact that different students learn differently, allowing students to make mistakes and grow from them
- fostering a sense of belonging
- validating students' scientific identities
- proactively addressing student performance and well-being

(adapted from: *A Guide to Evaluating Teaching for Promotion and Tenure*, R.M. Diamond (Ed.), 1987, Copley Publishing, Acton MA. and *Seven Principles for Good Practice in Undergraduate Education*, A. W. Chickering and Z. F. Gamson, 1987; and *Equitable and Inclusive Practices Designed to Reduce Equity Gaps in Undergraduate Chemistry Courses*, K. N. White, K. Vincent-Layton, and B. Villarreal, 2021).

Equity, Diversity & Inclusion is one of the University Strategic Priorities. Therefore, the implementation of inclusive teaching practices and the creation of equitable learning environments may be used by a candidate as evidence of teaching effectiveness. Evidence may include quantitative data such as reductions in equity gaps or a lack of equity gaps in the candidate's courses as shown in the Data Dashboard, or a reduction in equity gaps in student performance on assessments; qualitative evidence such as student emails or comments through SFOTs; classroom material evidence such as the implementation of Universal Design for Learning to improve access and to diversify opportunities for learning, the use of diverse and inclusive course materials, the incorporation of culturally relevant and/or culturally sustaining pedagogy, the creation of class assignments and activities that implement equitable and authentic methods of assessment; and/or evidence of completion of professional development opportunities that center on equity, diversity, and inclusion.

For the purposes of this evaluation, the committee shall consider the following evidence:

- Self-evaluation
- Written course materials such as syllabi, exams and homework assignments and laboratory activities
- Samples of student work if provided by the candidate
- Reports of classroom visits by committee members and others
- Student evaluations
- Written input from other individuals
- Other evidence provided by the candidate

In addition to success in **area 1.1**, the candidate must demonstrate activity of significant quality and continuity in at least one of the remaining **areas 1.2-1.4** (see **specific requirements for tenure and promotion below**) to merit an overall Instructional rating of ME or EE. For example, the evidence may document the following:

- Significant activities that may lead to significant accomplishments.
  - Efforts to enhance learning through a variety of in-class methods such as active-learning techniques
  - Efforts to enhance learning through the utilization of various instructional technologies
  - Efforts to assess student learning outcomes
  - Mentoring of undergraduate students in chemical research, chemical education projects or various other projects
  - Mentoring of graduate students on thesis projects
  - Other
- Significant accomplishments
  - Teaching grants and awards
  - Peer-reviewed articles related to chemical education
  - Development of new courses
  - Some combination of two or more significant activities

The committee shall consider its ratings in both **area 1.1** and at least one other sub- area in determining the candidate's overall Instructional rating.

### **Specific Criteria for Retention**

The record of candidates undergoing a performance review for the purposes of retention should demonstrate that there is a reasonable chance of the candidate obtaining tenure in due course. (FPPP 10.4.3.b). Therefore, the rating of retention candidates should be based on their progress toward the achievements necessary for recommendation for tenure or promotion.

### **Specific Criteria for Tenure and Promotion to Associate Professor**

#### ***Meets expectations:***

1. Exceeds expectations or meets expectations rating in **area 1.1** as described earlier *and*
2. At least one significant accomplishment in **areas 1.2-1.4**

#### ***Exceeds expectations:***

1. Exceeds expectations rating in **area 1.1** as described earlier *and*
2. At least two significant accomplishments in **areas 1.2-1.4**

### **Specific Criteria for Promotion to Professor**

#### ***Meets expectations:***

1. Exceeds expectations or meets expectations rating in **area 1.1** as described earlier *and*
2. At least two significant accomplishments in **areas 1.2-1.4**

#### ***Exceeds expectations:***

1. Exceeds expectations rating in **area 1.1** as described earlier *and*
2. At least three significant accomplishments in **areas 1.2-1.4**

It should be noted that significant accomplishments in the area of Instruction may be listed under Instruction or *Professional Growth and Achievement*.

## **Professional Growth and Achievement**

The Department requires that faculty demonstrate an ongoing commitment to professional growth and achievement. Inherent in scientific scholarship is the increased chemical knowledge of the candidate. It is also anticipated that improvement of the candidate's pedagogic skills in the classroom and the laboratory will result from scientific scholarship. That scholarship which enhances the student-centered learning environment is especially pertinent to the teacher-scholar model and directly applies to the Missions of the Department, the College, and the University and is accorded special merit. Evidence of professional growth and achievement is demonstrated by activities listed below. Undergraduate research that culminates in a scholarly work may be listed under *Instruction* or *Professional Growth and Achievement*. Evaluation in this area will assess the quality, continuity, and the level of effort associated with a candidate's scholarship.

Scholarship shall be evaluated within the context of one or more of the following definitions: Teaching and Learning, Discovery, Artistic Creativity, Integration of Knowledge, and Application. These are also essential considerations for retention, tenure, or promotion for teaching faculty as they are directly or indirectly related to effective instruction. Continued first-hand knowledge of his or her field is required of all teaching faculty.

The Department has adopted the following as examples of significant scholarly activities for Professional Growth and Achievement in chemistry, biochemistry and chemical education.

- a. Published Articles in Journals
- b. Submission and Funding of Grant Proposals
- c. Authoring a Textbook or Support Materials
- d. Invited Lectures

Examples of Minor activities that may be clustered

- a. Presentations or Leadership at Professional Meetings (Local, Regional, National or International)
  - Presenter of Papers or Posters
  - Organizer of Symposium or Workshop
  - Chairman of Professional Organization or Committee
- b. Specific Activities in Chemical Education
  - Participation in Meetings or Workshop
  - Involvement in K-12 or General Education will be considered in all the above categories where appropriate.

The scholarly activities indicated above are typical *minimum* Departmental expectations for tenure and promotion to **Associate Professor** and promotion to **Professor**. It is realized that some scholarly works require greater amounts of effort and time and may be evaluated as exceptional scholarly achievements. It is also realized that there may be professional activities that will not normally result in peer reviewed publications or grants. These types of activities may be of such merit that alone or in clusters may constitute a significant professional achievement without culminating in a scholarly work.

**Specific Criteria for Retention**

The record of candidates undergoing a performance review for the purposes of retention should demonstrate that there is a reasonable chance of the candidate obtaining tenure in due course (FPPP 10.4.3.b). Therefore, the rating of retention candidates should be based on their progress toward the achievements necessary for recommendation for tenure or promotion.

**Specific Criteria for Tenure and Promotion to Associate Professor**

***Meets expectations:***

Two significant professional activities of which one must be a peer reviewed publication. The second activity may also be a peer reviewed publication, or a funded external grant or other significant activity.

***Exceeds expectations:***

Three significant professional activities of which two must be peer reviewed publications. The third activity may also be a peer reviewed publication, or a funded external grant, or other significant activity.

**Specific Criteria for Promotion to Professor**

***Meets expectations:***

Two significant professional activities since promotion to Associate Professor of which one must be a peer reviewed publication. The remaining activity may also be peer reviewed publication, or a funded external grant or another significant activity.

***Exceeds expectations:***

Three significant professional activities since promotion to Associate Professor of which two must be peer reviewed publications. The remaining activities may also be a peer reviewed publication, or a funded external grant or another significant activity.

**Service that contributes to the strategic plans and goals of the department/unit, college, and University as well as the community**

1. Contributions in support of the Strategic Plan such as, but not restricted to, the following:
  - a. Outreach to our service region.
  - b. Service at the Department, College, University or System level.
  - c. Work with alumni, advisory boards, or corporations.
  - d. Participation in fundraising or development activities.
  - e. Participation in recruiting-related activities.
  - f. SAACS advisor
2. Work collaboratively and productively with colleagues. (If this standard is met at a satisfactory level, the Department need not address it in the RTP report and recommendations).

**Specific Criteria for Retention**

The record of candidates undergoing a performance review for the purposes of retention should demonstrate that there is a reasonable chance of the candidate obtaining tenure in due course (FPPP 10.4.3.b). Therefore, the rating of retention candidates should be based on their progress toward the achievements necessary for recommendation for tenure or promotion.

**Specific Criteria for Tenure and Promotion to Associate Professor**

***Meets expectations:***

The evidence demonstrates the candidate's consistent, on-going involvement in activities listed above. In addition to typical involvement in Departmental Committee work, a significant role must be played in at least one Departmental committee or service work. Also, the candidate must play a significant role in committee work outside of the Department, such as for the College, the University, for a professional association, or other service work.

***Exceeds expectations:***

In addition to the involvements described as meets expectations, the candidate must demonstrate consistently high level of involvement in two activities listed above. Where this area of evaluation refers to participation on committees, “exceeds expectations” performance is evidenced by the candidate assuming key roles on significant University- or College- level committees or with professional associations, and also demonstrating consistent, on-going contributions to such committees.

**Specific Criteria for Promotion to Professor**

***Meets expectations:***

The evidence demonstrates the candidate's consistently high level of involvement in two activities listed above. Where this area of evaluation refers to participation on committees, “meets expectations” performance is evidenced by the candidate assuming key roles on significant University-, or College- level committees or with professional associations, and also demonstrating consistent, on-going contributions to such committees.

***Exceeds expectations:***

In addition to the involvements described as meets expectations, the candidate must demonstrate consistently high level of involvement in three activities listed above. Where this area of evaluation refers to participation on committees, “exceeds expectations” performance is evidenced by the candidate assuming key roles on significant University- or College-, level committees or with professional associations, and also demonstrating consistent, on-going contributions to such committees.

**V. Criteria and Standards for Accelerated Tenure and Promotion**

Candidates may request to be considered for accelerated tenure or promotion (FPPP 10.5.2). To be promoted, such candidates must meet the criteria for “exceptional.” The departmental definitions of “exceptional” merit are indicated below.

- 1) To be recommended for accelerated tenure and/or promotion to Associate Professor, candidates must:
  - a) Meet all the criteria for regular tenure/promotion.
  - b) Demonstrate significant continuity in teaching quality and an ongoing commitment to Professional Growth and Achievement and Service.
  - c) Have a rating of exceeds expectations in the areas of Instruction, Professional Growth and Achievement, and Service.
  
- 2) To be recommended for accelerated promotion to Full Professor, candidates must:
  - a) Meet all the criteria for regular tenure/promotion.



- b) Demonstrate significant continuity in teaching quality and an ongoing commitment to professional growth and achievement and service.
- c) Have a rating of exceeds expectations in the areas of Teaching, Professional Growth and Achievement, and Service.

#### Revision History

Revised: Sept 11, 2007

Draft: Sept 24, 2013

Approved: August 30, 2016

Revised: May 2022




## Department/Program Standards Approval Sheet

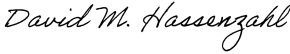
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Process:


- a) Department or program votes; if approved, Department Chair/Director submits to College Dean for review.
- b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean reviewed Word document to OAPL via email for review.
- c) OAPL reviews for compliance with CBA/FPPP, consults with the Dean and Department Chair/Director as needed, then forwards Department/Program Standards to Provost for review and approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns document to OAPL.
- e) If not approved, OAPL forwards requested changes for revision and re-submission to Dean and Department Chair/Director.
- f) If approved, OAPL adds *Provost Approved Date* footer to the document and:
  - a. Routes this approval sheet with approved Department/Program Standards for signatures via Adobe Sign,
  - b. Uploads document to OAPL Department Standards website, and
  - c. Informs Dean and Department Chair/Director of approval with link to OAPL website location.

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Chair/Director Approval:  Date: May 23, 2023  
Christopher Nichols (May 23, 2023 16:48 PDT)

Dean Review:  Date: May 23, 2023

OAPL Review:  Date: May 24, 2023

Provost Approval:  Date: May 25, 2023



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# MEMORANDUM

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DATE: May 23, 2023  
TO: Chris Nichols, Department Chair  
CC: David Hassenzahl, Dean  
FROM: Mahalley Allen, Associate Vice President for Academic Personnel  
SUBJECT: Provisional Approval of Department RTP Standards

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Thank you for submitting revised department RTP standards incorporating the [three new evaluation ratings](#) in each area of faculty performance.

Interim Provost Perez has provisionally approved the attached department standards for the 2023-2024 academic year. This approval is provisional, and your department needs to address and revise specific areas of your standards as noted in the document's comments and tracked changes. In addition, we have called out here critical items that must be addressed:

1. Provide clear delineation of “meets expectations” and “exceeds expectations” for the category of instruction.
2. Provide complete requirements for accelerated tenure and promotion to associate and accelerated promotion to full – see relevant sections of FPPP.
3. Address additional comments in document.

Based on our review of recently reviewed department standards, we offer these general observations, which we highly recommend departments consider as they work on revising their provisionally approved standards.

1. According to FPPP 10.3.3, an evaluation of meets expectations is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Evaluations of exceeds expectations shall be concluded only when faculty performance has clearly exceeded the requirements for obtaining tenure and/or promotion.
2. FPPP 10.5 requires a higher standard for obtaining accelerated tenure and/or promotion at the rank of assistant to associate. Not only must faculty be evaluated as exceeding expectations in all three categories of evaluation, but they must also demonstrate the likelihood that this high level of performance will continue, and they must have worked a minimum of one academic year under the conditions similar to their department's typical full-time assignment. FPPP 11.1.3 applies to accelerated promotion to professor that includes the requirement that the candidate demonstrate substantial potential recognition at and beyond the University itself.

3. Departments need to develop clear definitions and criteria for the three evaluation ratings in each area of performance. Clearly defined expectations provide fair and necessary guidance for faculty undergoing review and encourage professional growth.
4. We encourage departments to consider differential expectations for faculty members as a function of time in rank. The criteria for an evaluation of meets expectations in service, for example, may be different for retention of probationary faculty than for the granting of tenure. Similarly, the criteria for an evaluation of meets expectations in professional growth and achievement may be different for promotion to associate professor than for promotion to full professor.

Please submit your revisions, with tracked changes, to our office no later than Friday, December 1, 2023, so that the Office of Academic Personnel and the Provost have adequate time to review the revisions prior to the start of the 2024-2025 academic year. If revisions are not received by that date, your department standards will revert to the version posted prior to this submission.

Our office will route for signatures your provisionally approved department standards in Adobe Sign and will post them to the [Department Standards page](#). You may now provide these provisionally approved standards to faculty in your department.