

**DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY  
EVALUATION PROCEDURES AND POLICIES  
FOR PERMANENT FACULTY  
2016**

**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 document, CSU Trustees policies, or the collective bargaining agreement 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 FPPP15/16 - 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 who is familiar with each individual 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 personnel file 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 (FPPP15/16 - 10.3.9). 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 (Teaching), Professional Growth and Achievement, (Prof. Dev.) and Other Contributions to the University and Community (Service)] all reports conclude with a single-word evaluation, or *rating* (FPPP15/16 - 10.3.4): superior, effective, adequate or inadequate. 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	E	E	E
	E	A	S
	E	S	A
	S	E	A
	S	A	E
Prom. To Assoc.	S	E	E
	E	S	E
	E	E	S
	S	S	A
	S	A	S
Prom. To Full	S	S	E
	S	E	S
	E	S	S
Early Tenure and Prom. to Assoc.	S	S	E
Early Prom. to Full	S	S	S

(S = superior, E = effective, A = adequate)

Note that the candidate may focus her/his efforts in various ways to be recommended for tenure or promotion, **however a candidate rated as inadequate in any area will not be recommended for tenure or promotion**. Also note that a minimum rating of *effective* in teaching is required for tenure or promotion (FPPP15/16 – 10.3.4). 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 (FPPP15/16 – 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. Also note that candidates for promotion to Professor must also clearly demonstrate substantial professional recognition at and/or beyond the University itself (FPPP15/16 – 10.4).

In the consideration of promotion, the review process shall only take into account 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. 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 (FPPP15/16 – 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 an effective or superior rating in **area 1.1** the evidence must demonstrate

- 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
- fairness in assessment and grading
- assessment of student learning
- encourages student-faculty contact
- encourages their students to work together
- encourages active learning in the classroom or outside of it
- provides prompt feedback on assignments
- uses class time wisely
- sets high standards and communicates them to students

- recognizes and responds to the fact that different students learn differently

(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)

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

- Self-evaluation
- Written course material 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** to merit an overall Instructional rating of effective or superior. For example, the evidence may document the following:

- Significant activities. These 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. (FPPP15/16 – 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**

#### ***Superior:***

1. Superior rating in **area 1.1** as described earlier *and*

2. At least two significant accomplishments in **areas 1.2-1.4**

***Effective:***

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

***Adequate:***

Effective or Superior rating in **area 1.1** as described earlier

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

***Superior:***

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

***Effective:***

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

***Adequate:***

1. Effective or Superior rating in **area 1.1** as described earlier *and*
2. At least one significant accomplishment 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 (FPPP15/16 – 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**

***Superior:***

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

***Effective:***

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

*Adequate:*

One peer reviewed publication.

**Specific Criteria for Promotion to Professor**

*Superior:*

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

*Effective:*

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

*Adequate:*

One peer reviewed publication since promotion to Associate Professor.

Note that a rating of **adequate** is not sufficient for promotion to Professor.

**Other Contributions to the University**

1. Contributions in support of the Strategic Plan not covered above, such as, but not restricted to:
  - 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

(FPPP15/16 – 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**

#### ***Superior:***

In addition to the involvements described as **Adequate**, the candidate must demonstrate consistently high level of involvement in two activities listed above. Where this area of evaluation refers to participation on committees, “superior” 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.

#### ***Effective:***

The evidence demonstrates the candidate's consistent, on-going involvement in activities listed above. In addition to the involvements described as **Adequate**, the candidate has played 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.

#### ***Adequate:***

Typical involvement in Departmental Committee work. A significant role in at least one Departmental committee or service work.

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

#### ***Superior:***

In addition to the involvements described as **Adequate**, the candidate must demonstrate consistently high level of involvement in three activities listed above. Where this area of evaluation refers to participation on committees, “superior” 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.

#### ***Effective:***

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, “effective” 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.

#### ***Adequate:***



The evidence demonstrates the candidate's consistent, on-going involvement in activities listed above and that the candidate has played a significant role in committee work outside of the Department, such as for the College, the University; or a professional association or other service work.

## **V. Criteria and Standards for Early Tenure and Promotion**

Candidates may request to be considered for early tenure and early promotion (FPPP15/16 – 10.5.6). 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 early 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 minimum rating of “superior” in the areas of Teaching and in Professional Development.
  - d) Have a minimum rating of “effective” in the area of Service
  
- 2) To be recommended for early 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 minimum rating of “superior” in the areas of Teaching, Professional Development and Service.

### Revision History

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