

**Department of Chemistry and Biochemistry
Retention, Promotion, and Tenure (RPT)
Tenure-track Faculty Evaluation Guidelines
FAM 651.537**

I. Preamble

The purpose of these departmental guidelines is to assist faculty in meeting and exceeding expectations in the promotion and tenure process by summarizing the criteria published in the Faculty Administrative Manual (FAM 300) and clarifying their meaning where appropriate in the specific disciplinary and departmental context of Chemistry and Biochemistry at CSUSB. Throughout these guidelines, criteria for retention before tenure in the RPT process is significant involvement and progress towards the goals set forth for promotion to the next rank.

II. Expectations in the Area of Teaching

The Department of Chemistry and Biochemistry follows the criteria for performance review of teaching set forth in the University FAM 300 document (“Procedures and Criteria . . .”: Chapter 2, Section II.A.). As with the University (Chapter 2, Section IV.B.), the Department will not recommend anyone for tenure or promotion to associate professor who does not at least “meet expectations” in the four areas of teaching: 1) command of subject matter, 2) course design/preparation, instructional material, and organization, 3) effectiveness in instruction, and 4) academic assessment of students.

To be rated as “above expectations” in the area of teaching for the purposes of tenure and promotion to associate professor, the faculty member must also meet the criteria set forth in the University document in that the above four areas are met and in addition at least one of the following is met: 1) a preponderance of evidence demonstrating excellence in teaching as indicated in classroom visitation reports, Student Opinions of Teaching Effectiveness (SOTEs or alternative student evaluation instruments), the Faculty Activities Report (FAR), or additional appropriate documentation related to

teaching; 2) demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching; or 3) a record of distinction for some aspect of teaching at or beyond the University.

To “meet expectations” for promotion to full professor, the department follows the criteria set forth in FAM 300 for the university. The faculty member must demonstrate sustained proficiency in the four areas and also demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching.

To be rated as “above expectations” for promotion to full professor, the faculty member in addition to the criteria for “meets expectations”, must meet at least one of the following: 1) a preponderance of evidence demonstrating excellence in teaching as indicated in classroom visitation reports, SOTEs (or alternative student evaluation instruments), the Faculty Activities Report, or additional appropriate documentation related to teaching; 2) demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching; 3) a record of distinction for some aspect of teaching at or beyond the University.

The following are examples that demonstrate expectations in the four areas of teaching. Throughout the language that follows, the term “majority” is meant to be loosely applied in that statistics and counting will not be performed. It should be obvious to the reviewer whether a majority exists or not. This might require closer and more thorough inspection by the reviewer to be sure; therefore it may be that “majority” is actually at least 60-75% and “large majority” is more like 75-90%.

The department weighs SOTEs from lecture sections more highly than laboratory sections, which in turn are more highly weighted than discussion or recitation sections (e.g. Chem 215) due to the amount of time, effort, and course structure that is provided by the faculty member.

1) “Command of subject matter.” The majority of student comments pertaining to this should be positive. The majority of the remarks in classroom visitation reports regarding this should also be positive. The faculty member must have attained a terminal degree in the field.

2) “Course design/preparation, instructional material, and organization.” The majority of student comments pertaining to this should be positive. The majority of the remarks in classroom visitation reports regarding this should also be positive. The department

evaluation committee will also look at syllabi, course material, and expected student learning outcomes to determine if the subject is covered adequately. This can typically be evaluated with respect to established textbooks in the subject area and comparison to materials prepared in recent years for similar classes at other universities.

3) “Effectiveness in instruction.” The majority of student comments pertaining to this should be positive. The majority of the remarks in classroom visitation reports regarding this should also be positive. This is also demonstrated by a majority of students progressing through the class and being appropriately prepared for subsequent courses requiring prerequisite knowledge from the course under consideration. Although not in the FAR, this could be observed by inspection of course grades. This in general is not done by the review committee (because grades are not part of the FAR) unless it is apparent that a problem may exist. In other words, if it is known through regular advising that students are failing the class at a very high rate, or are passing with good grades but are poorly prepared and therefore suffering bad grades in a subsequent course, an inspection of grades could ensue and trigger a more thorough review of the academic assessment of the students (below). Faculty members can document effectiveness in instruction by providing in their FAR data on course pass rates, grade distributions, performance on standardized exams (at the end of the course or subsequently on comprehensive examinations, for example), success rates in subsequent courses, or graduation rates for students who have completed their courses. These data are not required, but may be used to support a faculty member's claim of effectiveness in instruction.

4) “Academic assessment of students”. The majority of student comments pertaining to this should be positive. The majority of the remarks in classroom visitation reports regarding this should also be positive. The department evaluation committee will also look at the midterms, final exams, quizzes, homework assignments, laboratory assignments, and grading scales to determine if the course material is being assessed properly and if the organization of the course is conducive to the student in meeting the learning objectives of the course. Faculty will review these documents to ensure an appropriate range of assessment activities for the course mode and level, and that the assessment items themselves are in line with the rigor expected of students in the department, as well as the student learning outcomes for the course.

The mean SOTE score for questions regarding overall quality of the course and contributions made by the instructor towards learning have normally in the past been greater than 4 (on a 6-point scale) to “meet expectations”.

The following are examples of additional documentation required to demonstrate “above expectations” in teaching.

1) “A preponderance of evidence demonstrating excellence should be present in the classroom visitation reports, the SOTEs, and the Faculty Activities Report (FAR).” The visitors should clearly be remarking in all areas that the faculty member is doing an excellent job. A large majority of the SOTE comments should be highly positive with no more than a small minority of negative comments. The mean scores for questions regarding overall quality and contributions made towards learning have normally in the past been greater than 5. A representative sampling of all the courses taught by the faculty member should be SOTE’d. Excellence should be demonstrable in both lower- and upper-division courses, service- and major courses as applicable. The FAR should thoroughly document the excellence of course materials.

2) “Demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching.” This may include documented attendance at Teaching Resource Center seminars and educational conferences. The faculty member should be trying to implement new methods learned or continually trying to improve student learning, and provide appropriate evaluation or assessment of the learning. The FAR should thoroughly document any innovation or revision of courses performed by the faculty member. A record implies sustained effort and performance.

3) “A record of distinction for some aspect of teaching at or beyond the University.” This may include any on- or off-campus teaching awards, published teaching modules, techniques, experiments, or textbooks. A record implies multiple examples.

In addition the department highly regards the following as supplemental in the demonstration of “meeting expectations” or “above expectations” in Teaching:

4) A record of teaching, mentoring, and encouraging students in supervised undergraduate research projects for credit, or through grants or contracts. A record implies multiple examples.

5) Supervision and mentoring as chair of graduate M.S. projects. Service as an additional member of an M.S. student committee is also acknowledged, although not as highly as the committee chair.

III. Expectations in the Area of Research, Scholarship, or Creative Activity

The Department of Chemistry and Biochemistry follows the general criteria for performance review of research, scholarship, or creative activity set forth in the University FAM 300 document (“Procedures and Criteria . . .”: Chapter 2, Section II.B.).

As explained in FAM 300, Chapter 2, Section IV.C., at the rank of assistant professor during years two and three of the probationary period, the faculty member is expected to demonstrate involvement in research, scholarship, or creative activity. In subsequent years and for the purposes of tenure, continued active involvement in and successful completion of some professionally evaluated activities is expected. To “meet expectations” for the purposes of tenure and promotion to associate professor, the faculty member must demonstrate a record of active involvement in and successful accomplishment of research, scholarship, or creative activities. Successful accomplishment requires completed activities that are professionally evaluated. To “meet expectations” for the purposes of promotion to full professor, the faculty member must continue to demonstrate a record of successful accomplishment and recognition in research, scholarship, or creative activity. Recognition beyond the University is required for “above expectations” for the purposes of promotion to both associate and full professor.

The department recognizes the following accomplishments in research, scholarship, or creative activity. Active involvement constitutes productive work towards these goals. The department does not quantify the number of examples that “meets expectations” or is “above expectations”, but loosely ranks below the types of accomplishments in terms of weight. Within each of these categories, quality varies. Journal and symposia stature, the size and competitiveness of grants, etc., document higher quality in general, but the department does not quantify specific benchmarks for the number of publications, the amount of the awards, journal impact factors, etc., in order to evaluate the faculty member as “meet expectations” or “above expectations”. External peer review and acceptance constitutes recognition beyond the University. To “meet expectations”, at least one of the accomplishments must demonstrate acceptance by external peer review in addition to other examples; to be “above expectations”, at least two accomplishments must demonstrate acceptance by external peer review in addition to other examples. Awards and special off-campus recognitions further document “above expectations.” “Meets expectations” might constitute a smaller combination of items, and “above expectations” should constitute a greater quantity. A smaller combination of higher quality or weighted examples might be roughly equivalent to a larger number of lower quality or weighted examples. In general we are looking for a

faculty member's abilities in obtaining funding for scholarly activities or research projects, completion of the objectives and goals of the proposed project involving CSUSB students, and successful presentation of the results of the activity to a larger audience. In addition to discipline-specific research, the department considers scholarly activity to include educational research, and pursuit of external funding for instrumentation, student scholarships, or other resources. Publications, presentations, awards, etc. should address some aspect of chemistry or biochemistry in the broadest sense.

1. Peer-reviewed publication in journals or books published by recognized academic presses. The faculty member should be the first or senior author. Journal titles are field or sub-discipline specific, but should be of commonly respected quality.
2. A successful externally funded peer-reviewed fiscal award in support of research and scholarship for which the faculty member is the principal investigator (PI). In these examples, scholarly blind review is normally provided by at least two independent people that are established experts in the field in which the research is proposed, which is subsequently returned to the PI for consideration. These awards tend to be nationally competitive, e.g. NSF, NIH, DOE, ACS-PRF, etc.
3. A successfully funded external fiscal award in support of research, scholarship, or professional activity for which the faculty member is the PI. In these examples, grant proposals are reviewed and awarded, but not necessarily by scholarly experts in the field proposed. These reviews may or may not be returned to the PI, and contain notably less scientific detail. These awards may be more regionally targeted with proposals being reviewed by advisory boards, for example, instead of being sent out to established leaders in the field.
4. Publication, book chapter, report, white paper, invited contributions, etc., by the faculty member that is not peer-reviewed.
5. Peer-reviewed publication in journals, book chapter, etc., in which the faculty member is a co-author contributing significant intellectual value.
6. A successful externally funded fiscal award in support of research and scholarship for which the faculty member is a co-PI.
7. Scholarly presentations at conferences, workshops, and symposia. Platform presentations are generally regarded more highly than poster presentations. National

and international conferences with a wider audience influential to the field of study are generally regarded more highly than local or regional ones.

8. Refereeing of scholarly proposals for external funding agencies or manuscript submissions at the request of the agencies or publishing editors. This may also be regarded as professional service in the Service category.
9. External consultantships. Examples include being retained as an expert scientific witness or writing an opinion or deposition in a legal case; as an advisor in a company research and development project; and technical assistance on a project, method, or instrumentation. This may also be regarded as professional service in the Service category.
10. Successful internally-funded fiscal awards in support of research and scholarship.
11. Book, software, or product reviews. This may also be regarded as professional service in the Service category.
12. Scholarly off-campus presentations by the faculty member's students on research or scholarly activity performed under the guidance and/or in the faculty member's research laboratory.
13. Scholarly presentations on campus by the faculty member or his/her students.
14. Other evidence of productive research or scholarly activity. This includes submitted manuscripts that were not published or proposals that were not funded, attending professional or research-orientated training workshops or conferences, conducting research at other laboratories, work in progress, etc. Attendance at educational training or teaching workshops and conferences should be documented in the area of Teaching.
15. Completed M.S. theses or projects for which the faculty member served as committee chair. This may also be regarded as documentation of effectiveness in the Teaching area. Service as a secondary committee member or "reader" should be documented under Teaching, unless evidence can be produced indicating a significant amount of creative, scholarly contributions to the project was made.
16. Number and duration of research/project undergraduate students who receive academic credit, and/or payment. Evidence of student success in graduating, and attaining placement in productive employment in science, and/or acceptance and

persistence in graduate or professional programs. This may also be regarded as documentation of effectiveness in the area of Teaching.

IV. Expectations in the Area of Service

The Department of Chemistry and Biochemistry follows the criteria for performance review of Service set forth in the University FAM 300 document (“Procedures and Criteria . . .”: Chapter 2, Section II.C. and IV.D.) both in terms of what is evaluated as “meets expectations” and “above expectations” in department, college, university, or community service. For the purposes of tenure and promotion to associate professor, the expectations are a demonstration of significant participation in the area of service in at least two of the areas listed below. The department doesn’t quantify “significant” and a combination of quantity and quality is considered. For the purposes of promotion to full professor, the faculty member is expected to participate significantly in at least three of the areas listed below, and provide effective leadership in some of these activities. To be evaluated as “above expectations”, exceptional service must be clearly documented as to quantity and quality, with the demonstration of unusual effectiveness or performance as a contributor or leader in the University, off-campus community, or a combination of both.

Examples of documented service follow, arranged by scope. There are too many examples of possible service activities to list in each category. Any official university committee or other service is acknowledged. Community and professional service should be related or focused on chemistry or biochemistry and/or science education in the broadest sense. Mere documentation of presence or attendance on committees does not imply high quality. Documentation of work performed and accomplishments in the service is required. The more work required on a committee assignment, the more highly regarded that service is. Chairing committees is highly regarded. Reassigned time or lack thereof may be considered when evaluating the quantity of work performed. University, college, and department service is weighted somewhat more than community or professional service (although professional services may also count as research and scholarly activity). Weight is better determined here by the magnitude and quality of any accomplishment and service rendered in a given area of scope.

1. Department committees such as the department evaluation committee and curriculum and assessment committee. Other highly regarded department service activities include advising the student chemistry club; providing, arranging, or supervising the technical support, maintenance and repair of instruments; supervision and coordination of the student computer laboratory; supervision and coordination of multiple teaching laboratory sections; effective advising of individual students in their

planned program, career objectives, and performance in their courses; writing and completion of departmental reports such as for program review, certification, and assessment; and maintaining the department web site.

2. College committees such as the evaluation or curriculum committees. Any official college committee is regarded as important.
3. There are numerous university committees in which one can participate in, such as the professional development, evaluation, and curriculum committees, and the WRI Faculty Council. In general the department doesn't judge one committee assignment as more important than another for a given equity of contributed work. Non-committee services include departmental representation to the California Faculty Association (CFA) or as an officer to the CFA, and advisor of student clubs on campus. Membership in the Faculty Senate and any of its committees is highly regarded as an important university service.
4. There are many ways in which one can participate in community service, including but not limited to judging science fairs or volunteering for Olympiads, visiting local schools to give presentations, serving on advisory boards pertaining to science education or applied chemistry, mentoring or tutoring students outside CSUSB, etc. Service in local, state, national or international government is highly regarded.
5. Professional service such as reviewing manuscripts or grant proposals, software, or book chapters, etc., can be considered as scholarly activity as well as community and university service. Serving on editorial boards or in offices of professional societies are further examples. External consultancies or serving as a scientific advisor for a private company or public agency, and performing chemistry-related services such as obtaining or analyzing data for another entity or agency, are acknowledged. Compensation or lack thereof may be considered when evaluating the quantity of work in the professional service category. Media commentary as an expert is considered, although not as highly.

These guidelines were approved by the chemistry tenured and tenure-track faculty on January 27, 2015.

Approved by the Faculty Senate

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Treadwell Ruml, Chair

Date