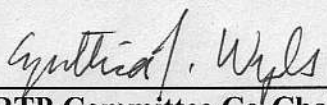


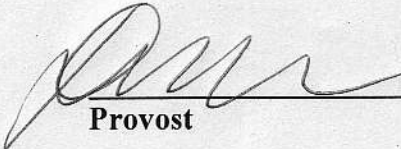
# PROGRAM PERSONNEL STANDARDS

## APPROVAL FORM

Discipline: Chemistry

 3/17/08  
\_\_\_\_\_  
RTP Committee Co-Chair      Date

 3/18/08  
\_\_\_\_\_  
RTP Committee Co-Chair      Date

 10-3-08  
\_\_\_\_\_  
Provost      Date

## **Chemistry Program Personnel Standards (PPS)**

October 2<sup>nd</sup> 2008

### **I. INTRODUCTION**

The Chemistry Program is committed to achieving excellence in teaching, student learning, scholarship, and service. The Program encourages peer collaboration and review, faculty experimentation and assessment, and continuous evaluation of academic quality. Consistent with the mission of the University, the Program places a high value on the promotion of service learning/ civic engagement, interdisciplinarity, and international and multicultural perspectives. The Program values engaging students in undergraduate research, collaboration, and innovation.

This document provides guidelines for the retention, tenure and promotion process for Chemistry Program faculty members, including both tenure and promotion to Associate Professor and promotion from Associate Professor to Professor. Faculty members should also review the “University Retention, Tenure and Promotion Policy and Procedures, SP 07-21” document, the General Personnel Standards, and the CFA/CSU Collective Bargaining Agreement before beginning the review process.

This document shall be revised every five years or earlier at the request of the University President or by simple majority vote of the Chemistry full-time tenure-track faculty. This document will go into effect when approved by the University RTP Committee and the Provost.

A Program Personnel Committee (PPC) shall be constituted:<sup>i</sup>

- A. For the Chemistry Program, a three member Program Personnel Committee (PPC) shall be elected in the first full month of the Fall semester of each year. The PPC shall consist of at least three tenured members of the Chemistry Program faculty. If insufficient

tenured faculty are available in the Chemistry Program, tenured faculty from allied science disciplines (i.e., Biology, Computer Science, Environmental Science and Resource Management, Physics, and Math) shall be eligible to serve on the Chemistry PPC. If necessary, tenured faculty from disciplines outside of the allied science disciplines may be included on the PPC. The Chemistry Program may elect a PPC with more than three members.

- B. Members of the Chemistry PPC shall be elected by simple majority vote of the full-time, tenure-track Chemistry Program faculty as a whole. In promotion considerations, Chemistry PPC members shall have a higher rank or classification than those being considered for promotion.
- C. This document applies to all Chemistry faculty members as a whole, with no separate Program Personnel Standards document for individual faculty members. Faculty hired prior to the 2005-2006 Academic Year may elect to utilize SP 07-21 (New RTP Document) or SP 01-44 (Old RTP Document).
- D. The Chemistry Program Chair may elect to conduct a separate review of the faculty member's file as part of the review sequence and, if he/she provides a separate review, he/she will not serve on the Chemistry PPC.<sup>ii</sup>

## II. EVALUATION CRITERIA FOR RETENTION, TENURE, AND PROMOTION (RTP)

Evaluation of Chemistry faculty members for retention, tenure and/or promotion shall be based on the following criteria:

### A. TEACHING

#### *Required Element*

1. Appropriateness of instructional methods and materials demonstrated through course materials, including but not limited to syllabi, assignments, projects, laboratory experiments, and other supplementary materials provided by the candidate, and the candidate's narrative on teaching.
  - i. Methods are appropriate to the respective course content and objectives.
  - ii. Materials selected are appropriate for the topic and reflect current issues/scholarship in the field.
  - iii. Syllabi include student learning outcomes, course requirements, class schedule, assignments and grading policies.

#### *Required Element*

2. Peer Review of Teaching demonstrated by written evaluation by a tenured member of the faculty of CSUCI.
  - i. Assess the pedagogical effectiveness of teaching methodology, course materials and classroom presentation.
  - ii. Evaluations by faculty from other disciplines may be on the discipline's form or as a letter of evaluation.

*Required Element*

3. Demonstrates consistent excellence in teaching including students' evaluations of teaching.

- i. Student evaluations recognize the candidate's ability to successfully organize, present, and assess the content of the course, to communicate effectively, and to engage students in the concepts and issues under discussion. Care should be taken in evaluating student ratings for a single course and an overall pattern of student ratings and comments for courses taught by a faculty member should be considered. Any individual course ratings may be impacted by the course being taught for the first time, being a required course by other majors, or other reasons.
- ii. Faculty are encouraged to include in their Working Personnel Action File and teaching narrative a commentary on any student ratings that are not consistent with the faculty member's perception of how the course was taught.

*Additional Optional Element*

1. Recognition for excellence in teaching Teaching and/or advising awards, success of students in post-graduate endeavors, or other recognition/communication from students.

*Additional Optional Element*

2. Participation in curriculum development and assessment of student learning may be demonstrated by the creation of new courses and/or the significant revision of existing courses, curricula, or Programs; development or utilization of assessment tools; syllabi developed; lab experiments and/or demonstrations developed; and materials presented to the Curriculum Committee.

- i. Courses developed show alignment with the Chemistry Program and/or the University mission; e.g., the courses take an

interdisciplinary, multicultural, service-learning, student-centered, and/or international focus.

- ii. When appropriate, curriculum utilizes technology to enhance the effectiveness of course activities and materials to provide different perspectives on the curriculum, and/or to improve communication among course participants.

*Additional Optional Element*

3. Continual effort to improve teaching demonstrated by the teaching narrative. Candidates may demonstrate their efforts to improve their teaching through attendance at professional development events and workshops, consultation with colleagues, involvement in faculty development activities, and/or development of grants designed to improve teaching effectiveness.

## **B. SCHOLARLY ACTIVITIES**

While grants are not required, the program recognizes grants as a means to an end; and it is expected that faculty will fund their research through grants when needed.

*Required Element*

1. All faculty must engage undergraduate students in scholarly research projects in which students participate actively in the design, execution and dissemination of the work. This work shall be viewed as an essential element of the scholarly activities performed by a faculty member and shall be viewed as scholarship for the purposes of evaluation of the faculty member. In addition, student presentation of this work in campus (e.g., capstone project presentations or poster sessions), local, statewide, national or international forums shall be valued as faculty scholarship for the purposes of evaluation of the faculty member.

### *Required Element*

2. Consistent effort at disseminating the results of the candidate's research in peer-reviewed journals. By having two articles published or accepted for publication during the course of his or her probationary period, as well as by showing the will and effort to perform publishable research on a continuous basis, the candidate will make clear their personal commitment to scientific inquiry. Both articles should be based upon research carried out since he/she was hired at CSUCI.
  - i. This research may or may not be directly related to student-driven projects described in required element one.
  - ii. This work may include original scientific research or educational development projects (i.e., scholarship of teaching).
  - iii. Full credit shall be given to all authors of a publication.

### *Additional Optional Elements*

- Awarded peer reviewed grants/ funding (internal or extramural)
- Awarded grants or other funding (internal or extramural)
- Publications of material that are not peer-reviewed
- Development and dissemination of software or other electronic media (videos, CD-ROM, DVD)
- Dissemination of research aimed at improving teaching and learning.
- Reports of consulting assignments that demonstrably advance teaching and/or scholarship.
- Reviewing manuscripts, book chapters, or grant applications.
- Leadership of professional organizations, conferences or workshops
- Presentations at proceedings of professional meetings, conferences, and workshops
- Publications in proceedings of professional meetings, conferences, and workshops
- Earning patents or establishing copyrights
- Appearances on media that contribute to the advancement of teaching

and/or scholarship.

- Reports of applied research
- Preparing applications for grants, fellowships, prizes, other awards
- Organization of and/or participation in colloquia, seminars, symposia, conferences.
- Invited talks and presentations, including campus presentations.
- Performance of post-doctoral work

### **C. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE**

The following apply to each of the Required Elements in this category.

- i. Due to the nature of the university, CSUCI faculty members have a heavy service responsibility compared to established universities.
- ii. Service may include elected, volunteer, and/ or appointed positions on committees.
- iii. Untenured faculty members in their first two years of appointment are encouraged to focus on developing their teaching and scholarly and creative activities and, as a result, the service expectation of these faculty will be limited.
- iv. Faculty are expected to show an increasing engagement in a range of service activities after their first two years of appointment.
- v. Tenured faculty will be expected to carry a more substantial engagement in service activities.

#### *Required Element*

1. Shared Governance: Faculty members are expected to participate in shared governance through service on Senate Committees and Task Forces and/or University Committees and Task Forces. The level of service expected for tenure and promotion shall be the same as outlined in the General Personnel Standards (Professional, University, and Community Service, pp. 7 – 10, especially Tables 1 and 2).



*Required Element*

2. Program Service: Faculty are expected to participate in Program-related activities including, but not limited to, serving on the Chemistry Program Personnel Committee, participating in developing new courses, emphases, or degree Programs, serving as academic advisor, participating in program assessment, or engaging in other areas of Chemistry Program service.

*Optional Element*

1. Professional and Community Service: Faculty are encouraged, but not required, to participate in service beyond the University, including the local and professional communities.

**D. PROFESSIONAL DEVELOPMENT PLAN**

1. A Professional Development Plan (PDP) is the faculty member's agenda, from approval of the PDP to consideration for tenure and/or promotion, for achieving the professional growth necessary to qualify for tenure and promotion.
2. A PDP shall be prepared, reviewed, and approved (by the PPC and the Dean) by the end of the faculty member's first year of appointment.
3. The PDP shall describe the activities and intended outcomes the faculty member expects to achieve during the evaluation period.
4. PDP narratives shall not exceed 500 words (in each area) for teaching, scholarly activities and service. For each of the three evaluation areas, these narratives shall describe the faculty member's plan for meeting the Program Personnel Standards for retention and tenure. Each of the narratives shall describe:
  - i. Professional goals

- ii. Areas of interest
  - iii. Resources required
  - iv. Expected accomplishments
5. The PDP will be reviewed by the PPC and the Dean, each of whom will provide written feedback on a timetable to be determined by the Division of Academic Affairs but prior to the end of the faculty member's first full year of service.<sup>iii</sup>
- i. In the event the PPC or the Dean does not approve the PDP, the faculty member shall revise it and resubmit it within two weeks.
  - ii. After re-submission, if either the PPC or the Dean make further suggestions for modifications, the faculty member may, within two weeks, submit a revised PDP.
  - iii. If the faculty member wishes to modify their PDP, they must submit a revision to the PPC no later than 45 days prior to the deadline for submission of their materials for retention, tenure, or promotion.

## **E. PORTFOLIO**

1. The Portfolio is the documentation submitted by a candidate at the time of review for retention, tenure, and promotion (GPS/ New RTP).<sup>iv</sup> The preparation of the Portfolio is the sole responsibility of the faculty member. The faculty member should be sure that the Portfolio is current and complete before submission to the PPC. The portfolio shall consist of a main body and appendix as outlined in Senate Policy 07-21.<sup>v</sup>
2. If material documenting a substantial change in the status of an activity contained in the Portfolio becomes available after the Portfolio is declared complete, this new material may be added as an appendix to the Portfolio.
3. When weaknesses have been identified in earlier review cycles, the

faculty member must address these weaknesses explicitly and show appropriate improvement.<sup>vi</sup>

4. Evaluations, recommendations, and rebuttals, if any, resulting from review of the Portfolio are added at the various levels of review.

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<sup>i</sup> CBA 15.35. The probationary and tenured faculty unit employees of the department or equivalent unit shall elect a peer review committee of tenured, full-time faculty unit employees for the purpose of reviewing and recommending faculty unit employees who are being considered for retention, award of tenure, and promotion. Probationary and tenured faculty unit employees shall elect tenured, full-time faculty unit employees to serve on higher level peer review committee(s). When there are insufficient eligible members to serve on the peer committee, the department shall elect members from a related academic discipline(s).

<sup>ii</sup> CBA 15.1. Department chairs may make separate recommendations as a part of the periodic evaluation process. If such a separate recommendation is to be made the chair shall not participate as a member of the department peer committee.

<sup>iii</sup> As stated in the University RTP document, “The plan shall address standards reflected in this document, the University RTP Policies and Procedures, and the Collective Bargaining Agreement. The PDP shall be included with the self-assessment narratives in the faculty member’s portfolio that is submitted for retention review during the second year in the tenure track position. If the PPS change during the faculty member’s probationary period, the faculty member under review may choose to be evaluated by the new PPS or the one in effect at the time the faculty member’s PDP was approved.”

<sup>iv</sup> As stated in the University RTP document, “The Portfolio is the functional equivalent of the Working Personnel Action File. It is a record that shall contain evidence of performance for the years under review, as well as various required forms. The portfolio is compiled by the faculty member to be evaluated. It is the responsibility of the faculty member to be sure the portfolio is current and complete before it is submitted to the PPC. Evaluations, recommendations, and rebuttals, if any, are added at the various levels of review. The portfolio is the sole basis for RTP evaluations, recommendations, and actions. For purposes of retention, it shall cover the period under review. However, prior accomplishments may be documented in the candidate’s curriculum vitae. For tenure and promotion, the portfolio shall be cumulative covering the period from the beginning of probationary service to the point at which the portfolio is submitted. In cases where prior service credit was granted, that prior service record shall also be documented in the portfolio.

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<sup>v</sup> As stated in the University RTP document, “The main body of the portfolio shall include the following items in the following order:

- A. reserved sections for evaluations and signature pages—including all previous evaluations, placed in reverse chronological order;
- B. signed checklist;
- C. a table of contents of the portfolio;
- D. a table of contents of the appendix;
- E. a copy of the approved Program Personnel Standards (PPS) or General Personnel Standards (GPS);
- F. a current and all previous Professional Development Plans (PDP) approved for the faculty member.
- G. the faculty member's current curriculum vita that covers his or her entire academic and professional employment history;
- H. a narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in teaching (professional activities for non-teaching librarians and counselors) to the applicable university standards as stated in this document and program standards as stated in the PPS (not to exceed 1000 words);
- I. teaching assignments for period under review—list of classes with briefly described relevant information, including new preparations, etc.;
- J. for teaching faculty, a minimum of one peer review of classroom teaching from each probationary year;
- K. for teaching faculty, statistical summaries of student evaluations;
- L. a narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in Scholarly and Creative Activities to the applicable university standards as stated in this document and program standards as stated in the PPS (not to exceed 1000 words);
- M. a narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in Service to the applicable university standards as stated in this document and program standards as stated in the PPS (not to exceed 1000 words).

The appendix of the portfolio shall include the following items:

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- A. a copy of the table of contents of the appendix;
  - B. supporting materials directly relevant to the presentation in the portfolio and limited to the period under review (except in probationary year three (year four for those with two year's service credit) and in cases where promotion or tenure are being considered, in which case materials shall be submitted for the entire period under review). These may include items such as: copies of books, articles, essays, electronic materials, creative work, and others. Any or all of these may be presented in an electronic format;
  - C. for teaching faculty, copies of syllabi for all courses taught during the period under review;
  - D. for teaching faculty, the narrative portions of the student evaluations for all student-evaluated courses for the period under review shall be available in the WPAF (copies do not need to be put in the Portfolio); no additional student evaluations may be included in the Portfolio;
  - E. Documentation of performance as required by the applicable personnel standards.

<sup>vi</sup> From the University RTP Document:

- A. Retention requires that the faculty member receive at least two "3—Meets Standards of Achievement" evaluations, one of which is in Teaching (Professional Activities for non-teaching librarians and counselors).
- B. Tenure requires that performance in two areas be rated at "4—Exceeds Standards of Achievement"—for teaching faculty, one of these must be in the category of Teaching (professional activities for non-teaching librarians and counselors); for non-teaching faculty [librarians, counselors], one of these must be in category one of the PPS—and one category rated at least at "3—Meets Standards of Achievement" as stated in this document and Program Personnel Standards.
- C. Early tenure requires that all expectations for the entire probationary period have been met and that performance in two areas be rated at "4—Exceeds Standards of Achievement"—for teaching faculty, one of these must be in the category of Teaching (professional activities for non-teaching librarians and counselors); for non-teaching faculty (librarians, counselors), one of these must be in category one of the PPS—and one category at least "3—Meets Standards of Achievement" as stated in this document and Program Personnel Standards.
- D. Promotion to Associate Professor and to Professor (or their equivalents) require that Performance in two areas be rated as "4—Exceeds Standards of Achievement"—for teaching faculty, one of

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these must be in the category of Teaching (professional activities for non-teaching librarians and counselors); for non-teaching faculty [librarians, counselors and coaches], one of these must be in category one of the PPS—and one category must be rated as at least “3—Meets Standards of Achievement” as stated in approved Program Personnel Standards for the appropriate rank.

- E. Because the professoriate entails continual growth and reassessment, the University expects that tenured faculty will continue to strive for excellence in all three areas of performance, and that successful faculty members will display accomplishments, growth, and future potential throughout their careers. Therefore, the decision to grant promotion to the rank of professor shall be based on a record that indicates sustained vitality and commitment to the standards described in this document and in Program Personnel Standards.