

PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: Chemistry



RTP Committee Chair 9/22/14
Date



Provost 9/26/14
Date

Chemistry Program Personnel Standards (PPS)

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 also 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 RTP Policy, 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 for each faculty member being reviewed, in consultation with the faculty member being reviewed:

- 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.
- 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.

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

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.
 - 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).

Additional Optional Elements

- 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
- Awarded peer reviewed grants/ funding (internal or extramural)
- Awarded grants or other funding (internal or extramural)
- 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 start-up 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.

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.

- 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). 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.
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.
2. When weaknesses have been identified in earlier review cycles, the faculty member must address these weaknesses explicitly and show appropriate improvement.
3. Evaluations, recommendations, and rebuttals, if any, resulting from review of the Portfolio are added at the various levels of review.