Definition: Standards governing retention, tenure, and promotion process for faculty in the Department of Chemistry & Biochemistry, College of Science and Mathematics.

Authority: The collective bargaining agreement between the California State University and the California Faculty Association.

Scope: Eligible Department of Chemistry & Biochemistry faculty at California State University San Marcos.

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I. INTRODUCTION

A. Department RTP Philosophy

Faculty have the right to clearly articulated performance standards and expectations at all levels and stages of the RTP process. The purpose of this document is to detail the general expectations for retention, tenure, and promotion (RTP) in the Department of Chemistry & Biochemistry. This document was developed with the understanding that Departments and Colleges must respect the diversity and intellectual freedom of their faculty by avoiding standards that are too prescriptive.

B. Relationship of Departmental RTP Expectations to College/University Mission and Standards

This document is designed to emphasize and explain the unique nature of the Department of Chemistry and Biochemistry and place the expectations we have from our faculty with the context of University and College RTP policies. This document uses the same definitions, terms, and abbreviations that are defined in the University RTP document. The provisions of this document are to be implemented in conformity with the CSU Collective Bargaining Agreement (CBA), the University RTP Policies and Procedures, and the College of Science and Mathematics (CSM) Standards and Procedures documents.

C. Departmental Views on the Relative Value of Teaching, Research/Creative Activity, and Service

The three performance areas that shall be evaluated include teaching, research and service. All standards, criteria, and expectations reflect the University and College Mission and Vision Statements and advance the goals embodied in those statements. As noted in the University and College RTP documents, the Department affirms the university-wide requirement of sustained high quality performance in all areas over the period evaluated for a review for tenure and/or promotion. The Department also encourages flexibility in the relative emphasis placed on each of the three performance areas (i.e. quantity in each area) over a single period of review and recognizes this emphasis may change significantly during an academic career.

D. How Evaluation Supports Faculty Development through the RTP Process

Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding, meeting, and effectively communicating how the standards and expectations have been met rests with the candidate. Candidates are strongly encouraged to avail themselves of opportunities that provide guidance on the RTP review process and the development of the working personnel action files (WPAF), including workshops, personal advice...
and counsel by tenured department faculty. The Department of Chemistry and Biochemistry takes great care in the selection of faculty to serve on the PRC of each candidate. Along with the department chair, if not serving as a member of the PRC, these faculty will have the expertise that allows them to evaluate teaching in the context of the courses in the discipline and the needs of the department. These faculty should also be viewed as authorities on the context and value of professional and departmental service. One or more member(s) of the PRC will be in a position to effectively evaluate the research of the faculty under review. Typically, research standards and expectations vary more widely between departments than those for teaching and service, so it is important to recognize the value of the PRC evaluation in this area. The PRC evaluation will describe how the research methods, presentation/publication rate and quality, grant submission(s), involvement of students, etc. fits into the context of the discipline, and more specifically, the sub-discipline of the candidate. PRC review letters should, as appropriate, provide faculty with constructive criticism that will ultimately improve their chances for a successful promotion or tenure review in future cycles.

E. External Certifying Bodies and the RTP Process

The Department of Chemistry and Biochemistry’s B.S. in Chemistry is certified by the American Chemical Society (ACS). ACS certification guidelines require that programs have “reasonable autonomy” over faculty selection, retention, and promotion. The University and College of Science and Mathematics RTP documents and policies provide ample opportunity for departmental input into the RTP process in the form of Peer Review Committee Letters. Such letters reflect the department’s collective assessment of a faculty member’s progress towards meeting the expectations our department has set for its faculty.

II. MAIN SECTION

A. General Standards and Expectations at Various Developmental Periods

In what follows, the Department of Chemistry & Biochemistry has attempted to quantify and qualify typical minimal activity and expectations of achievement at each level in the three areas of review: Teaching, Service, and Research. We strongly emphasize that these qualified and quantified minima are a typical set of activities and achievements that a candidate could pursue, but that other activities and achievements of equivalent value may substitute for these and may merit a positive recommendation for personnel action.

1. Periodic evaluation and performance/retention reviews: A successful Periodic Evaluation or Performance/Retention review requires the candidate to demonstrate progression towards or fully-sustained high quality (see below) performance in all three areas.
2. **Promotion to Associate Professor with tenure**: A successful promotion/tenure review requires the candidate to demonstrate fully-sustained high quality performance in all three areas of review. Feedback from previous review cycles must be included in the WPAF and areas where attempts were made to address shortcomings should be discussed. The promotion of a probationary faculty unit employee, and granting of tenure, is typically effective the beginning of the seventh year after appointment with no service credit. In such cases, the performance review shall take place during the year preceding the effective date of the promotion (thus the candidate would submit review material (WPAF) at the beginning of their sixth year). An early review for promotion and/or tenure may be requested, however for early tenure/promotion the department expects the candidate to meet the standards for promotion.

3. **Promotion to Full Professor**: A successful promotion review requires the candidate to demonstrate fully-sustained high quality performance in all three areas of review with a significantly higher level of achievement in at least one area compared to the level attained in the promotion to Associate. Early review for promotion may be requested, however for early promotion the department expects the candidate to demonstrate sustained high quality in all three areas of review with a deeper level of achievement in at least one area as described below.

4. **Entering with advanced rank**: A candidate may be offered service credit or advanced rank at the time of appointment. When the candidate enters as an Assistant Professor, the candidate must include the work done during the years for which service credit was awarded in their narrative and in supporting materials in the WPAF. This is not considered requesting early promotion/tenure. When a candidate enters with tenure at the rank of Associate Professor, promotion to Full Professor may be requested at any time, but work at CSUSM must meet the standards for promotion. When a candidate enters with tenure at a rank of Full Professor, the clock for the Post Tenure Periodic Evaluation will begin when hired.

B. **Department of Chemistry and Biochemistry Values**

The Department of Chemistry and Biochemistry Mission Statement and other materials reflecting its vision and values can be found on the department website. Highlights that pertain directly to these standards and criteria include the following:

1. **Teacher-Scholar model**: The Department faculty value the active teacher-scholar model by which we embrace active participation in both instruction and scholarship, and the inclusion of our scholarship in the classroom where appropriate.
2. **Engaging undergraduates in independent research:** The Department values the engagement of undergraduates in independent research and considers such experiences an integral part of preparing our students for future careers. Research mentorship activities can be considered as either teaching or research. In so far as students receive course credit for learning how to do research, mentorship should be considered as teaching. However, the actual research activities of the student which enhance faculty scholarship should be considered research.

3. **Faculty service is essential:** Our department places a high value on service as an essential component of faculty work. We view activities that advance the mission of the Department, College, University, and/or enhance the community at the local, state, national or global level, or the professional community as valuable faculty service.

C. **Teaching Standards and Criteria for Retention, Tenure, and Promotion**

1. **General considerations:**
   a) Clear demonstration of teaching development and effectiveness is required for retention, tenure and promotion. Faculty at all levels should strive to progress as a teacher, learn about and incorporate new practices into their teaching, maintain practices that have been found to be effective and experiment with new practices to enhance student learning and attitudes toward science. High quality teaching requires continual crafting and dedication to build a classroom environment that is both challenging and encouraging.

   b) Syllabi must adhere to the guidelines detailed in the CSUSM university policy: [http://www.csusm.edu/policies/active/documents/Course_Syllabi.html](http://www.csusm.edu/policies/active/documents/Course_Syllabi.html)

   Faculty at all levels are expected to set clear expectations of student success and to instruct with the assumption that all students can learn. Faculty should involve students actively in the learning process and should adapt their instructional methods to reach and to encourage the participation of all segments of a diverse student body.

   c) While the elements of teaching may vary among sub-disciplines and candidates, evaluations of teaching performance will consider the scholarly content and currency of courses, classroom performance, the incorporation of suitable writing assignments, efforts undertaken to improve teaching, availability during office hours, collaborative activities, and contributions to course or curriculum development efforts.

   d) **For Retention:** In an initial review in the area of teaching, it is anticipated that faculty will focus on delivery or development of a single new or established course or a narrow set of courses taught. Subsequent reviews should include discussion of changes made in courses and assessment of their impact. This subsequent review may or may not involve a broader set of courses. It is
expected that faculty will also begin to recruit and mentor research students as soon as possible after their lab is set up.

e) For Promotion to Associate Professor with tenure: The candidate will be expected to demonstrate progression towards teaching effectively in a broader range of courses within the lower and/or upper division/graduate levels. At least one course taught must be required within the major. As such, the Department should make every effort to assign courses in a manner that allows the candidate to demonstrate this progression.

f) Promotion to Full Professor: The candidate will be expected to show continued development as a teacher with effectiveness beyond that required for promotion to Associate. One way to demonstrate such enhanced effectiveness might be to mentor junior faculty to more effectively teach courses which they themselves have successfully taught in the past. Another example of such enhanced effectiveness might include taking on leadership roles in program-level curricular redesign efforts.

2. Teaching development and effectiveness assessment areas:
   a) Establishment and maintenance of academically rigorous and effective classroom and laboratory instruction, demonstrating consistent and fair assessment of student learning both in terms of individual assignments and overall course learning objectives.

   b) Development or implementation of innovative pedagogies in chemistry and biochemistry education.

   c) Creation of new courses/programs or revamping of existing courses/programs contributing to the Department’s strategic plan.

   d) Training and supervision of students in laboratory, field, and/or library research, and in community outreach activities.

   e) Training and supervision of teaching assistants at all levels.

   f) Mentoring of students outside of the classroom.

3. Student teaching evaluation requirements: Evidence of development in teaching effectiveness shall include Student Teaching Evaluations in all courses taught during each review period and should include references to appropriate comparison courses.
4. **Example evidence items:** Evidence of teaching development and effectiveness may include, but is not limited to:

   a) Discussion of samples of and/or development of teaching materials, such as syllabi, lecture handouts and online support materials, demonstration materials, videos, exams, assignments, and class activities, both graded and ungraded.

   b) Written student comments concerning an Instructor's teaching performance directed to the Chair and copied to or shared with the candidate (chosen to include by the candidate, not by the chair). Other forms of student communication may be used. Letters to the chair are considered the strongest students comments. Only communications signed by the student authors may be used.

   c) Collegial review of course syllabi, course examinations and grade distributions, upon invitation of the candidate.

   d) Collegial review of classroom instruction in person or via video upon invitation of the candidate.

   e) Chemical education presentations and peer-reviewed articles that are not considered in the research narrative. The candidate may choose to place such items in either the teaching or research areas, but not both.

   f) Teaching awards

D. **Research Standards and Criteria for Retention, Tenure, and Promotion**

The Department expects faculty to develop and maintain an active research program that includes undergraduate and graduate research students.

1. Faculty are required to seek grant support, both internal and external, to support their research goals.

2. Collaboration with colleagues in academia, government, and industry is encouraged where it will forward the candidate’s research goals. The Department recognizes that the number and order of authors on a publication will vary greatly from one discipline to another. Thus, it is important to discuss individual contributions on publications and purpose of collaborations in the narrative.

3. Research conferences offer the opportunity to discuss research with those in a candidate’s field, to gain knowledge to keep current in a given research area or learn about a new field, to disseminate results and to increase the visibility of our Department through presentations, and to expose students to the broader world of
academic research. We encourage faculty to attend and to present at conferences on a regular basis.

4. **For retention:** A candidate will initially be expected to set-up a research lab or arrange for computational resources and begin establishing independence from former research labs, even if maintaining previous collaborations. Subsequent retention reviews should discuss progress toward or changes to research goals.

5. **For promotion to Associate Professor with tenure:** The Department recognizes that some research programs require extensive data for publication and that merely counting papers may overlook substantial contributions to the field. We expect publication of peer-reviewed research in the faculty member’s primary field of interest which reflects original ideas initiated by the candidate and where the work was primarily performed at Cal State San Marcos. When the candidate’s primary field of interest is Chemical Education, such publications should be considered as research items. In all cases, the narrative must discuss the impact of this research and any resulting publications on their particular field of specialization.

   a) The Department recognizes that external funding is more difficult to obtain in some sub-disciplines than in others. We expect a minimum of one funded external grant proposal or two unfunded external grant proposal submissions in addition to at least one funded internal (CSUSM or CSU) grant. Quality of proposals will be evaluated and discussed by the PRC. To be considered in the review, the candidate must have had a substantial role in the writing of the proposal as determined by the PRC.

   The Department recognizes that some research programs are not approachable for undergraduates until their senior year while others may be suitable for lower division students. Thus, the number of students in a laboratory will vary significantly. For promotion, we expect at least 6 students at the undergraduate and/or graduate level to present their theses based on research performed with the candidate as their primary mentor. Presentations can be made at annual departmental CHEM 499 student research poster sessions as well as other campus, CSU-wide, regional, national or international research conferences (e.g., ACS regional or national meetings, American Society for Biochemistry and Molecular Biology [ASBMB] meetings, Biophysical Society [BPS] annual meeting, etc.).

   b) The Department recognizes that attendance at conferences may not be possible annually, but does have an expectation that junior faculty will seek out appropriate venues to disseminate their research and that of their students. We expect at least one oral presentation by the candidate at a suitable research conference (ACS meetings, ASBMB, BPS, etc.).
6. For promotion to Full Professor:
   a) The Department expects publication of peer-reviewed research where the
candidate is the corresponding author. The narrative must discuss the impact
of this research on the field. A candidate is expected to have either a more
substantial impact on the field or a higher level of research achievement than
is required for promotion to Associate Professor. If a candidate far exceeds
the minimum research achievement for the initial promotion to Associate
Professor, it is expected that the candidate will maintain a high level of
achievement.

   b) We expect a minimum of one funded external grant proposal or two unfunded
external grant proposal submissions in addition to at least one internal
(CSUSM or CSU) submission. To be considered in the review, the candidate
must have had a substantial role in both the development and the writing of
the proposal. Peer review feedback on all proposals should be included as
evidence of the quality of the submissions.

   c) Since promotion to associate we expect at least 10 students at the
undergraduate and/or graduate level to have presented their theses based on
research performed with the candidate as their primary mentor.

   d) We expect at least one oral presentation by the candidate at a suitable research
conference (see above).

E. Service Standards and Criteria for Retention, Tenure, and Promotion

Relevant examples of service are described in the CSM RTP Standards. The level of
leadership and commitment to service are expected to change over the course of a
faculty career. In general, the Department requires the candidate to take on more
leadership roles and more responsibility as the candidate progresses toward Full
Professor. No specific level of service is required at any given stage of the career.
Faculty are encouraged to examine their strengths, interests, and unique qualifications
and to engage in the campus and the community accordingly. Faculty are
discouraged from taking on so much service that they are not able to progress beyond
the minima in other areas, especially in the first two years on campus.

1. For retention: Faculty are expected to set up a lab and develop courses in their
area of expertise. While most of this work will likely be categorized as research
and teaching, we recognize that some aspects of such work might more
appropriately be classified as service. For example, developing infrastructure that
would enable students and researchers external to ones’ own research lab to use
one’s research equipment could be considered as service. Similarly, curricular
development of courses that other faculty may ultimately also teach could be
considered as either teaching or service. A candidate may choose to present such
contributions more in one review category than another, but may not use the same
exact contribution or work in both places. Faculty are also expected to participate actively in Department meetings and share in routine Departmental work (e.g., advising, curricular assessment, representing the Department on college committees, etc.). Subsequent retention reviews should focus on progress toward the next review for promotion.

2. **For promotion to Associate Professor with tenure:** Faculty must provide evidence of progression from limited Departmental service, such as course development and laboratory set-up to being involved in Department leadership, such as assessment, advising, graduate coordinator, or similar activities. Limited College leadership is also expected, such as representing the Department on a College committee or task force. University, community, and/or professional service should be pursued in a thoughtful manner so as not to compromise departmental and college-level service commitments or teaching and research goals.

3. **For promotion to Full Professor:** Faculty must provide evidence of significant leadership responsibilities at the College and/or University level, such as serving as department chair, committee or task force representation or governance leadership. In addition, faculty should provide evidence of professional service and/or community service while continuing to serve at the Department level.