

**CHEMISTRY & BIOCHEMISTRY DEPARTMENT**

**CRITERIA, GUIDELINES AND PROCEDURES**

**FOR**

**REAPPOINTMENT, TENURE, AND PROMOTION EVALUATION**

**APPROVED FROM ACADEMIC YEARS**

**2023-24 THROUGH 2027-28**

**RECOMMENDED BY THE CHEMISTRY & BIOCHEMISTRY FACULTY:**

**APPROVED BY THE UNIVERSITY: \_\_\_\_\_**

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## **I. Department RTP Committee**

### **A. Committee Structure and Membership**

The Department RTP Committee (DRTPC) shall consist of full-time tenured faculty members elected by the probationary and tenured faculty. (FERP faculty may serve on the DRTPC if requested by a majority vote of the probationary and tenured faculty, with approval by the President). The membership size of the DRTPC shall be: 3 to 7 members if there are 10 or fewer full-time tenured faculty eligible to serve; 5 to 9 members if there are 11 to 17 full-time tenured faculty members eligible to serve; 7 to 15 members if there are 18 or more full-time tenured faculty members eligible to serve. The DRTPC shall always have an odd number of members. In order to participate on the DRTPC or write a separate recommendation, the Department Chair must be a tenured faculty member and not be undergoing any RTP action in the coming year. The department will vote to determine if the Department Chair will be eligible to be a member of the DRTPC or will write a separate recommendation.

Election of the DRTPC will occur by March 1 of the school year preceding the RTP cycle. The Department Chair will determine the number of eligible faculty, conduct the election via secret ballot, and convene the DRTPC after its election to elect a Chair. The members of the DRTPC and the identity of the DRTPC Chair will be transmitted by memo to the Dean.

### **B. Restrictions**

1. No faculty member may serve on more than one level of RTP committee in a given RTP cycle. However, a faculty member may serve concurrently as a member on another department's RTP committee (CBA 15.39).
2. In cases of promotion, the DRTPC Committee members and the Department Chair shall have a higher rank than those being considered for promotion (CBA15.40).
3. Candidates being considered for promotion are ineligible for service on RTP committees dealing with tenure or promotion (CBA 15.40).

### **C. DRTPC Chair**

All DRTPC members shall be tenured. In promotion considerations, RTP committee members must have a higher rank/classification than those being considered for promotion. Candidates being considered for promotion are not eligible for service on promotion or tenure considerations. The DRTPC Chair shall be a full-time tenured faculty (#1328,3.1B). In the event that the DRTPC Chair is not eligible to review a candidate's package for this reason, the remainder of the committee will elect a chair to handle that particular case. The duties and responsibilities of the DRTPC Chair are outlined in Policy #1328.

## **II. Indicators of Performance and Procedures for Evaluation for Reappointment, Tenure and Promotion**

The Chemistry and Biochemistry faculty recognizes its role in recruiting, developing, and retaining a high-quality faculty dedicated to achieving and maintaining professional teaching excellence. The Chemistry and Biochemistry faculty also recognizes the right of each faculty member to decide the direction of their career and that teaching activity, scholarly and creative activities and service activities at the University can take many directions.

A candidate's personal analysis of teaching activities, service activities, and scholarly and creative activities should make clear the areas being pursued. The candidate's personal analysis of performance and goals statement should include and clearly distinguish between work planned, in progress, and completed.

A candidate should consult with the Department Chair and the Chair of the DRTPC for guidance in following the RTP process, using the established RTP forms, and in setting forth a personal analysis of performance and professional goals in the areas of professional teaching activity, scholarly and creative activities, and University service.

Evaluation by the tenured faculty of the quality and the quantity of expected accomplishments and performance in professional teaching activity, service activity, and other professional development activity will be based on the candidate's stated interests and goals; both the quality and quantity of expected accomplishments should be greater the longer one has been in the chemistry profession at the university. Characteristics such as leadership roles and working with colleagues effectively will be considered as well.

Faculty serving in administrative positions, in academic governance positions, or temporarily on paid leave from teaching that results in assigned time from teaching totaling 6WTU/semester or more, will be evaluated using the principles and procedures set forth in the Chemistry & Biochemistry Department RTP document in Section IV.

Candidates submitting a performance review will include a summary and self-evaluation of performance based on the candidate's interests, goals, and experiences. The candidate's statement shall relate directly to the nature and expectations of the position, with particular attention to teaching, scholarly and creative activities and service. Cited documents, letters and evaluations from persons outside the Department shall be included and indexed to the PAF. An evaluation by the DRTP Committee will be the basis of any recommended actions.

A candidate whose initial appointment is covered by a two-year contract will not receive a complete evaluation and recommendation during the first year. The candidate will prepare a preliminary statement during the first year (pre-RTP), using the established RTP forms, setting forth a personal analysis of performance and professional goals in anticipation of the second year RTP process.

The DRTPC will make and/or assign classroom visitations, review, and interpret student evaluations, and review the candidate's RTP document and supporting documentation of efforts. After careful and confidential deliberation, the DRTPC will make a recommendation "for" or "against" reappointment, tenure, and/or promotion. The DRTPC members shall prepare an evaluation of the candidate's performance that points out strengths and deficiencies and discusses progress made for improvement, if noted in the previous RTP cycle. The DRTPC shall notify each candidate of its recommendation in their case and is responsible for forwarding the recommendation to the next level.

## **A. Performance in Teaching Activities**

### **1. Indicators**

In evaluating faculty for reappointment, tenure, and promotion the Chemistry & Biochemistry Department recognizes the primary importance of teaching and places its major emphasis on teaching performance.

Some indicators of good teaching are given below. How well a faculty member performs will be evidenced through peer evaluation of teaching, student evaluation of teaching, and peer or DRTPC evaluation of materials of support provided by the candidate.

- a. Knowledge of subject matter in one's area of specialty, as demonstrated by peer evaluation of teaching in lecture and laboratories and examination of handouts, exams, and other instructional materials.
- b. Clear presentation of course content, as demonstrated by peer evaluation of teaching in lecture and laboratories, student evaluations, and organization of instructional materials.
- c. Organization of class, as demonstrated by peer evaluation of teaching in lecture and laboratories, student evaluations, and examination of syllabi and other course materials.
- d. Appropriate course content, as evidenced by peer evaluation of teaching in lecture and laboratories, examination of handouts, exams, quizzes, and other course materials.
- e. Use of various teaching methods and aids, as evidenced by peer evaluation of teaching in lecture and laboratories, and examination of course materials and instructional resources (e.g., websites, Canvas, etc.)
- f. Availability for student advising/mentoring outside of class, as evidenced by participating in: central advising committee, supervision of research and independent study students, and advisement of student organization(s).
- g. Appropriate methods of evaluating student achievement, as evidenced by peer evaluation of blank exams, homework and quizzes, and other assessment materials.
- h. How well the stated course objectives and schedules are met, as evidenced by peer evaluation of exams, homework, quizzes, and other course materials and by peer evaluation of teaching in lecture and laboratories.

- i. Involvement in improving lecture and/or laboratory course materials, as evidenced by peer evaluation of course materials produced.
- j. Teaching performance, as evaluated by peer review and analysis of student evaluations.

## 2. **Classroom Visitations**

Peer evaluation of teaching effectiveness will include classroom visitations by members of the DRTPC or assigned tenured faculty. For probationary faculty, there will be at least two assigned visitations during the year. For tenured faculty seeking promotion, there will be two assigned visitations during the year.

Members of the DRTPC or the assigned tenured faculty will make arrangements with candidates to schedule visitations. Candidates will be given no less than 5 working days notice and will be provided with a written visitation report within 2 working weeks. Original, signed peer visitation reports are filed in the candidate's PAF. DRTPC Committee members or assigned tenured visitation faculty will use the approved peer observation form (see Appendix E).

## 3. **Student Input Procedures**

Student input shall be considered by the DRTPC. In all evaluations, student input will be obtained during each academic year by administering the standard department evaluation questionnaires in both lecture and laboratory courses. (See Appendix A) In addition, student input can come in the form of signed statements, including BroncoID number, submitted directly to the DRTPC.

a. Student Evaluations of Faculty Teaching: All courses taught during the evaluation period will be evaluated by students using the department instrument for lecture or laboratory. The only courses not surveyed are those designated as "supervisory" such as CHM 4610, 4620, 4410, 6940, 6960 etc. or very low enrollment courses with fewer than 5 students (Policy #1329, Formerly Appendix 10).

Copies of the numerical summaries will be given to the instructor for placement and indexing in the candidate's PAF. Numerical summaries of all administered evaluations must be included in the RTP package. Student comments from the student evaluation form shall not be included in the evaluation of faculty and as such, should not be included in the RTP package.

- b. Solicitation of Other Student Input: At the beginning of the RTP cycle, the names of faculty being evaluated for RTP considerations will be posted on the department's bulletin boards and elsewhere as convenient and practical. The notices shall include the names of the members of the DRTPC, show the deadlines for receiving student input about the

candidate, and shall invite students to submit, to the DRTPC chair, their written and signed comments which must include their BroncoID number. The comments need to be submitted at least 10 days before the deadline for RTP packet submission so that the faculty member has time to produce a response that can be added to the RTP package.

#### **4. Supporting Information**

The following instructional materials are to be submitted by an RTP candidate through the campus designated digital content management system, as part of the “supplemental file”. Review of these materials is part of the evaluation of overall teaching effectiveness.

For each different course per semester, the following materials should be provided:

- a. Course syllabus
- b. Course information sheet
- c. List of assignments other than those on the syllabus
- d. Copies of quizzes and exams given
- e. Other course materials referenced in the candidate’s personal statement of performance (e.g. newly developed assignment).

#### **B. Performance in Scholarly and Creative Activities**

In evaluating faculty for reappointment, tenure and promotion, the Chemistry & Biochemistry Department recognizes the importance of scholarly and creative activities. Some scholarly and creative activities are listed in Appendix B. Scholarly and creative activities are part of the overall responsibility of a faculty member. Such activities should enhance the faculty member's ability to contribute to the Chemistry & Biochemistry Department, the University, the profession, and the community. While the Chemistry faculty recognizes the right of each member to choose an appropriate career direction, it is incumbent upon each candidate to clearly define their professional goals for the purposes of evaluation.

The broad field of science education is one major area in which scholarly and creative activities can be accomplished. The Chemistry & Biochemistry Department subscribes to the statements on research and scholarly work of the American Chemical Society Division of Chemical Education (Appendix D) as meeting the requirements expected in this area including, for example, development or revision of course material, writing of textbooks or laboratory manuals, and attending workshops or courses to develop or update a specific area of professional expertise.

The broad field of research and development is another major area in which scholarly and creative activities can be achieved. Examples of specific contributions in this area include a candidate's personal research endeavors, supervising undergraduate or graduate student research, writing and submitting research papers or grant proposals, publishing research findings in scientific journals, presenting seminars, and taking professional leaves. Other activities can also be considered as scholarly and creative activities, e.g., serving as an active member of a scientific organization or working as a consultant. It is the responsibility of the department RTP Committee to judge the quality of a candidate's overall performance in this category. The committee shall compare the work accomplished with the candidate's stated goals.

### **C. Performance in Service Activities**

Service activities are part of the overall responsibility of a faculty member. Service activities may involve departmental, college-wide, university-wide, or community activities. Service contributions should be evaluated by considering the range of activities and factors such as completion of work on time, cooperation with others, initiative, etc.

Each faculty member is expected to actively participate on assigned departmental committees. Leadership roles should be evident by the time a candidate is being considered for Full Professor.

A major area of service outside the department involves serving on various College or University committees or as a faculty senator. Such standing or ad hoc committees cover a wide-range of interests and activities.

Another area of service includes student assistance activities such as advisor to an ASI recognized student club or extra efforts in student advising/mentoring.

Other activities can be defined as service to the University, e.g., serving as a volunteer in a community organization that uses the professional expertise of a faculty member.

Appendix C contains a more specific listing of appropriate activities for University service.

It is the responsibility of the department RTP Committee to evaluate the quality of a candidate's overall performance in service activities.

### **D. Expectations**

The Chemistry & Biochemistry Department seeks to maintain breadth and balance in its faculty. Candidates for reappointment, tenure, and promotion must identify qualifying



items, with evidence provided by the candidate, from the lists of scholarly and creative activities and service activities in Appendices B and C, respectively. The candidate must make significant accomplishments in line with the stated requirements for the type of RTP action sought. Exact descriptions of requirements are listed in the Section III below. If a documented activity is judged unsuitable to satisfy RTP requirements by a majority of the department RTP committee because (1) it does not fit the stated category or (2) it is of insufficient quality, then an explanation will be provided to the candidate in the DRTPC's evaluation statement.

#### **E. External Reviewers**

A request for an external review of materials submitted by a faculty unit employee may be initiated at any level of review by any party to the review. Such a request shall document (1) the special circumstances which necessitates an external reviewer, and (2) the nature of the materials needing the evaluation of an external reviewer. The request must be approved by the President with the concurrence of the faculty unit employee (CBA 15.12d).

### **III. Criteria for RTP Actions**

In all areas, the Department RTP Committee shall evaluate the candidate's statement and documentation to determine if all criteria have been met for the requested RTP action. Teaching performance is the main consideration in all faculty evaluations. The candidate's statement of goals will establish the frame of reference by which they will be judged regarding Scholarly and Creative Activities and Service. A candidate's statement shall be clearly set forth during the first evaluation cycle, updated with each evaluation cycle, and shall be based on the definitions and descriptions presented in this RTP document. The DRTPC may provide guidance as needed in the development of goals consistent with RTP expectations.

For tenure or promotion, a candidate may use either the department RTP Criteria in effect during the candidate's first academic year of probationary service on this campus or the departmental RTP Criteria in effect in the year the candidate requests action.

#### **A. Initial Appointment**

Appointment to a tenure-track position requires a Ph.D. degree in Chemistry or a closely related field.

#### **B. Periodic Evaluation**

If the term for (re)appointment does not expire during the regular RTP cycle, faculty are required to submit a periodic evaluation report and include the following (per Policy 1328):

1. An updated curriculum vitae;

2. A self-assessment narrative, not to exceed four pages, discussing strengths and areas for growth in teaching, research, scholarly and creative activities and service and other professional activities as applicable from the current review period. In your narrative, highlight, as applicable, how your accomplishments support CPP's core values, such as academic excellence, experiential learning, student learning and success, inclusivity, community engagement, and social and environmental responsibility;
3. Two peer evaluations from the period of review (or more if required by the department);
4. Statistical summaries of student survey scores and reviews from the current review period; and
5. Any responses to written student input, as defined by Policy No. 1329, received by the department during the evaluation period.

### C. **Reappointment**

A probationary faculty member must apply for reappointment during an RTP cycle if their previous reappointment letter (or initial appointment letter) specifies that the term of (re)appointment expires at the end of the *current* academic year. The only exception is the case of a probationary faculty member in their sixth probationary year, who must apply for *tenure*.

#### **1. Performance in Teaching:**

The candidate is expected to demonstrate effective lecture and laboratory teaching or should demonstrate continued improvement of noted deficiencies.

Effective lecture and laboratory teaching will be evidenced by the following:

- a. Satisfactory student evaluation summaries for the period covered by the review. The candidate should keep in mind the expectations in this area for tenure; it is expected that they will make sufficient progress toward this goal as the number of probationary years increases.
- b. Peer evaluations of faculty teaching and the candidate's efforts toward addressing peer commentary provided in those evaluations.
- c. Evaluation of instructional support and assessment items provided by the candidate, including course syllabi, assignments, exams, handouts, etc.
- d. Signed student or faculty input provided outside of normal student evaluations and peer evaluations.
- e. Other items for which the candidate can provide documentation to support teaching effectiveness

The candidate should document that deficiencies noted in teaching by the DRTPC have been corrected as tenure is approached.

## **2. Performance in Scholarly and Creative Activities:**

A candidate will be expected to pursue and show accomplishments in suitable scholarly and creative activities at the University in accord with the candidate's own interests. Continuing participation, progress, and accomplishment is expected for each reappointment step. Completion of the stated goals should be apparent as tenure is approached.

The DRTPC will review the candidate's progress by examining the documentation provided to support the candidate's activities in this area.

## **3. Performance in Service Activities:**

It is expected that a candidate for reappointment will contribute to the work of the university, college, and department. In addition, service can be to the profession or community, if it uses the candidate's expertise in chemistry. Because of the effort to establish one's teaching and scholarly activity record, candidates would most likely be involved with service mainly at the department level up to about their third probationary year. As tenure is approached, one should have accomplished significant service at the university level.

## **D. Tenure**

A request for regular tenure is possible only when a probationary faculty member has begun their sixth probationary year. The request is obligatory in this case. The normal probationary period is six years. However, this period is shorter if service credit has been received. The probationary period is five years with one year of service credit (faculty member's initial year is their second probationary year) and four years with two years of service credit (faculty member's initial year is their third probationary year). The period may be longer in cases where a candidate is granted an extension due to an extended leave. The request for tenure requires that the candidate discuss their accomplishments for the entire period of the review.

### **1. Performance in Teaching**

Teaching ability and activities are the primary considerations for granting tenure. A candidate for tenure is expected to exhibit consistent effectiveness in, and mastery of their teaching. Any significant deficiencies noted in previous evaluations must have been corrected by this time. Failure to correct noted deficiencies may result in negative recommendation from the DRTPC on the requested RTP action, see Sections III.E.1, III.F.1 and III.H.I. The Chemistry and Biochemistry department expects teaching effectiveness will be demonstrated at all levels of the curriculum. A positive RTP recommendation can still be made in some cases, as teaching at all levels may not have been possible due to departmental scheduling limitations.

- **Peer Evaluations:** Peer evaluations identify strengths and weaknesses and make specific suggestions for improvement. All candidates must document the specific steps that have been taken or will be taken to address weaknesses identified in the most recent peer evaluations. Candidates should also document the correction of weaknesses noted through peer evaluations in prior years of the review.
- **Student Evaluations of teaching:** Candidates will partially satisfy the requirements of demonstrating effectiveness and mastery of their teaching by achieving a minimum standard of responses to two questions on the student evaluation forms across all courses cumulatively. The response to “Instructor presents material in a clear and organized manner” (Question #1 on the lecture evaluation form and Question #1 on the laboratory evaluation form) and to “What is your overall rating of the instructor in this course?” (Question #13 on the lecture evaluation form and Question #9 on the laboratory evaluation form) shall be greater than 70% in the Very Good and Good categories, combined sum total response for both lecture and laboratory instruction. If the combined response rates are in the range of 60-70%, it can result in a favorable recommendation for RTP action, depending on the strength of other evidence that the candidate provides showing their commitment to and progress toward their teaching effectiveness and mastery of teaching.
- **DRTPC evaluation of supporting materials:** The DRTPC will review the course assessment materials supplied by the candidate including syllabi, assignments, exams, handouts, etc. The committee will also consider signed, written comments from students and faculty outside of normal student or peer evaluations. All written statements must include the BroncoID number of the writer.
- **Other:** The DRTPC will consider other materials provided by the candidate in support of their demonstration of consistent effectiveness and mastery of their teaching.

## 2. Performance in Scholarly and Creative Activities

To obtain tenure, the following activities from “Appendix B: Scholarly and Creative Activities” must be demonstrated and documented, with activities having reached completion:

- Two (2) different activities from the category “Scholarly and Creative Activities Related to Teaching”
- Three (3) different activities from the category “Scholarly and Creative Activities in Additional Areas” of which one shall be Item 3.d “publication of research or other scholarly activity in a professional peer-reviewed journal.”
- Three (3) different activities from the category “Scholarly and Creative Activities in Service to the Scientific Community”

## 3. Performance in Service

To obtain tenure, the following activities from “Appendix C: Service Activities” must be demonstrated, documented, and completed:

Fifteen (15) activities from the category “Department” and three (3) from the categories “College”, “University” and “Community” combined. An activity will be defined as a significant service for one year or for the duration of an ad hoc assignment if less than one year. One of these activities shall be a leadership role.

#### **E. Promotion to Associate Professor**

The requirements for Promotion to Associate Professor are the same as for Tenure stated in Section III C.

#### **F. Promotion to Full Professor**

A request for promotion to Full Professor is never obligatory. Promotion to Full Professor is only possible if the faculty member is tenured or is granted tenure at the time of promotion. Regular promotion may be requested if the faculty member has completed four years of service as an Associate Professor. The review for promotion will take place during the fifth year as an Associate Professor and will be effective at the beginning of the sixth year after appointment to Associate Professor.

##### **1. Performance in Teaching**

Teaching ability and activities are the primary considerations for granting promotion to Full Professor. A candidate shall have demonstrated long-term consistent effectiveness and mastery of their teaching as evidenced from peer evaluation and student evaluation results. Any significant deficiencies noted in previous evaluations must have been corrected by this time. Failure to correct noted deficiencies may result in negative recommendation from the DRTPC on the requested RTP action. The Chemistry & Biochemistry Department expects teaching effectiveness will be demonstrated at all levels of the curriculum. However, a favorable DRTPC recommendation can still be made in some cases, as this may not have been possible due to scheduling limitations.

- **Peer Evaluations:** Peer evaluations identify strengths and weaknesses and make specific suggestions for improvement. All candidates must document the specific steps that have been taken or will be taken to address weaknesses identified in the most recent peer evaluations. Candidates should also document the correction of weaknesses noted through peer evaluations in prior years of the review.

- **Student Evaluations of teaching:** Candidates will partially satisfy the requirements of demonstrating long-term effectiveness and mastery of their teaching by achieving a minimum standard of responses to two questions on the student evaluation forms across all courses cumulatively. The response to “Instructor presents material in a clear and organized manner” (Question #1 on the lecture evaluation form and Question #1 on the laboratory evaluation form) and to “What is your overall rating of the instructor in this course?” (Question #13 on the lecture evaluation form and Question #9 on the laboratory evaluation form) shall be greater than 75% in the Very Good and Good categories, combined sum total response for both lecture and laboratory instruction. If the combined response rates are in the range of 65-75%, it can result in a favorable recommendation for RTP action, depending on the strength of other evidence that the candidate provides showing their commitment to and progress toward long-term consistent teaching effectiveness and mastery of their teaching.
- **DRTPC Evaluation of supporting materials:** The DRTPC will review the course assessment materials supplied by the candidate including syllabi, assignments, exams, handouts, etc. The committee will also consider signed, written comments from students and faculty outside of normal student or peer evaluations, all of which must have BroncoID numbers.
- **Other:** The DRTPC will consider other materials provided by the candidate in support of their demonstration of long-term consistent effectiveness and mastery of their teaching.

## 2. Performance in Scholarly and Creative Activities

To obtain Promotion to Full Professor, the following activities from “Appendix B: Scholarly and Creative Activities” must be demonstrated, documented and completed:

- Three (3) different activities from the category “Scholarly and Creative Activities Related to Teaching”
- Five (5) different activities from the category “Scholarly and Creative Activities in Additional Areas” of which one (1) of these shall be from Item 3.d “publication of research or other scholarly activity in a professional peer-reviewed journal.”
- Three (3) different activities from the category “Scholarly and Creative Activities Related to Service to the Scientific Community”

## 3. Performance in Service Activities

To obtain Promotion to Full Professor, the following activities from “Appendix C: Service Activities” must be demonstrated, documented, and completed:

- Twelve (12) activities from the category “Department” and three (3) from the categories “College”, “University” and “Community” combined. An activity will be defined as a significant service for one year or for the duration of the assignment. *At least two activities from the above shall be leadership roles.*

There must be evidence of consistent long-term effort and accomplishments in the areas of scholarly and creative activities and service. Equal depth of commitment to these two areas is not expected, but contributions in both must be apparent. One of these two areas must show significant effort and accomplishment. Leadership roles must have been established in some of these activities.

Promotion to Full Professor requires tenure or a concurrent award of tenure.

## **G. Early Tenure**

Faculty members who have completed one or more years of full-time service in an academic rank position at Cal Poly Pomona may request consideration for "early tenure" or for "early promotion". The DRTP Committee must consider such requests and may so recommend. Tenure is normally awarded after the sixth probationary year. Promotion requires tenure or a concurrent award of tenure.

Appendix 16, 305.206 of the University Manual states that, "Criteria for early tenure and early promotion shall place emphasis on teaching ability and accomplishment and shall require exceptional performance or extraordinary qualifications with regard to professional activities and university service."

It is the responsibility of the candidate seeking early tenure or an early promotion to demonstrate the exceptional aspects of their teaching abilities and of their scholarly and creative activities and university service activities.

### **1. Performance in Teaching**

Teaching ability and activities are the primary considerations for granting tenure. A candidate for early tenure is expected to exhibit consistent effectiveness in and mastery of their teaching. In essence, the candidate should be an excellent teacher, one who could serve as an example of how to teach well. Any significant deficiencies noted in previous evaluations must have been corrected by this time. Failure to correct noted deficiencies will result in negative recommendation from the DRTPC on the requested RTP action. The Chemistry & Biochemistry department expects teaching effectiveness will be demonstrated at all levels of the curriculum. However, a positive RTP recommendation can still be made in some cases, as teaching at all levels may not have been possible due to departmental scheduling limitations.

- **Peer Evaluations:** Peer evaluations identify strengths and weaknesses and make specific suggestions for improvement. All candidates must document the specific steps that have been taken or will be taken to address weaknesses identified in the

most recent peer evaluations. Candidates should also document the correction of weaknesses noted through peer evaluations in prior years of the review.

- **Student Evaluations of teaching:** Candidates will partially satisfy the requirements of demonstrating effectiveness and mastery of their teaching by achieving a minimum standard of responses to two questions on the student evaluation forms across all courses cumulatively. The response to “Instructor presents material in a clear and organized manner” (Question #1 on the lecture evaluation form and Question #1 on the laboratory evaluation form) and to “What is your overall rating of the instructor in this course?” (Question #13 on the lecture evaluation form and Question #9 on the laboratory evaluation form) shall be greater than 75% in the Very Good and Good categories combined sum total response for both lecture and laboratory instruction.
- **DRTPC evaluation of supporting materials:** The DRTPC will review the course assessment materials supplied by the candidate including syllabi, assignments, exams, handouts, etc. The committee will also consider signed, written comments from students and faculty outside of normal student or peer evaluations as long as they contain the BroncoID number.
- **Other:** The DRTPC will consider other materials provided by the candidate in support of their demonstration of consistent effectiveness and mastery of their teaching.

## 2. Performance in Scholarly and Creative Activities

An award of early Tenure must have evidence of the candidate’s accomplishments in scholarly and creative activities that exceed those for normal tenure. In order to be considered for early tenure, the following criteria must be met:

- Three (3) different activities that must be from items a, b, c, d, or e from “Scholarly and Creative Activities related to teaching”, Appendix B.1.
- Three (3) different activities that must be items d, h, and a or b from “Scholarly and Creative Activities from Additional Areas”, Appendix B.3. For item h, the grant must be external to Cal Poly Pomona and go toward funding candidate’s research/scholarly activity.
- Three (3) different activities from “Scholarly and Creative Activities related to Service to the Scientific Community”, Appendix B.2.

## 3. Performance in Service Activities

To obtain early tenure, the following activities from “Appendix C: Service Activities” must be demonstrated, documented, and completed:

- Fifteen (15) activities from the category “Department” and three (3) from the categories “College”, “University” and “Community” combined. An activity will



be defined as a significant service for one year or for the duration of a finite assignment if less than one year. Two (2) of these shall be positions of leadership.

## **H. Early Promotion to Associate Professor**

The candidate must meet the same requirements as for early tenure, see Section III.F.

## **I. Early Promotion to Full Professor**

Faculty members who have completed one or more years of full-time service in an academic rank position at the level of Associate Professor with tenure at Cal Poly Pomona may request consideration for "early promotion". The department RTP Committee must consider such requests and may so recommend. A candidate seeking early promotion to Full Professor must exceed the criteria in all areas for normal promotion to Full Professor.

**1. Performance in Teaching:** Teaching ability and activities are the primary considerations for granting early promotion to Full Professor. A candidate shall have demonstrated long-term consistent effectiveness and mastery of their teaching as evidenced from peer evaluation and student evaluation results. Any significant deficiencies noted in previous evaluations must have been corrected by this time. Failure to correct noted deficiencies will result in a negative recommendation from the DRTPC on the requested RTP action. The Chemistry & Biochemistry department expects teaching effectiveness will be demonstrated at all levels of the curriculum. However, a favorable DRTPC recommendation can still be made in some cases, as this may not have been possible due to scheduling limitations.

- **Peer Evaluations:** Peer Evaluations identify strengths and weaknesses and make specific suggestions for improvement. All candidates must document the specific steps that have been taken or will be taken to address weaknesses identified in the most recent peer evaluations. Candidates should also document the correction of weaknesses noted through peer evaluations in prior years of the review.
- **Student Evaluations of teaching:** Candidates will partially satisfy the requirements of demonstrating long-term effectiveness and mastery of their teaching by achieving a minimum standard of responses to two questions on the student evaluation forms across all courses cumulatively. The response to "Instructor presents material in a clear and organized manner" (Question #1 on the lecture evaluation form and Question #1 on the laboratory evaluation form) and to "What is your overall rating of the instructor in this course?" (Question #13 on the lecture evaluation

form and Question #9 on the laboratory evaluation form) shall be greater than 80% in the Very Good and Good categories, combined sum total response for both lecture and laboratory instruction.

- **DRTPC Evaluation of supporting materials:** The DRTPC will review the course assessment materials supplied by the candidate including syllabi, assignments, exams, handouts, etc. The committee will also consider signed, written comments from students and faculty outside of normal student or peer evaluations as long as they contain the BroncoID number of the writer.

**Other:** The DRTPC will consider other materials provided by the candidate in support of their demonstration of long-term consistent effectiveness and mastery of their teaching.

## 2. Performance in Scholarly and Creative Activities

To obtain early Promotion to Full Professor, the following activities from “Appendix B: Scholarly and Creative Activities” must be demonstrated, documented, and completed:

- Three (3) different activities that must be from items a, b, c, d, or e from the category “Scholarly and Creative Activities Related to Teaching”, Appendix B.1
- Five (5) different activities from the category “Scholarly and Creative Activities in Additional Areas” where three (3) must be items d, h, and a or b, Appendix B.3. *For item h, the grant must be external to Cal Poly Pomona and go toward funding candidate’s research/scholarly activity.*
- Three (3) different activities from the category “Scholarly and Creative Activities Related to Service to the Scientific Community”, Appendix B.2.

## 3. Performance in Service Activities

To obtain early Promotion to Full Professor, the following activities from “Appendix C: Service Activities” must be demonstrated, documented, and completed:

- Fifteen (15) activities from the category “Department” and three (3) from the categories “College”, “University” and “Community” combined. An activity will be defined as a significant service for one year or until the assignment is finished for an ad-hoc situation. Two (2) of the above activities shall be leadership roles.

## IV. RTP Actions for Faculty Serving in Administrative Assignments, in Academic Governance or on Paid Leave

In cases where a faculty member has a significant administrative assignment or is serving in a key academic governance role in the university that results in significant assigned time for teaching (equivalent to 6WTU/semester or more), or if the faculty member is on paid leave from the university, there are some provisions for meeting the requirements for various RTP actions requested. In all cases, there must be enough teaching to evaluate the action(s) requested.

**A. For reappointment, tenure or promotion to Associate Professor**

A faculty member must have taught enough to be evaluated with respect to the requirements in the area of teaching for the action requested. Faculty shall have taught a minimum of 12 WTU of non-supervisory courses offered by the Chemistry & Biochemistry department in the year preceding the requested RTP action. The service requirements for each year will be considered met for each year the administrative assignment, faculty governance assignment, or paid leave was taken. The faculty member is still expected to meet the criteria for reappointment, tenure and/or promotion to Associate Professor in the area of scholarly and creative activities as described in Section III. B.2, C.2 and D)

**B. For promotion to Full Professor**

A faculty member must have taught enough to be evaluated with respect to the requirements in the area of teaching. The candidate should have taught a minimum of 32 WTU of non-supervisory courses offered by the Chemistry & Biochemistry Department over the period of evaluation for the requested RTP action. The service component will be considered met for those faculty with an administrative assignment, an academic governance assignment, or on paid leave for each year the faculty member is on assignment. The faculty member is still expected to meet the criteria for promotion to Full Professor in the area of scholarly and creative activities as described in Section III.E.2

**V. Post-Tenure Review of Tenured Associate Professors (Policy 1335)**

Periodic evaluation of tenured faculty members not under consideration for promotion shall be conducted by a department committee of full-time tenured faculty members at the professor rank and elected by a secret ballot of the probationary and tenured members of the department. This committee may be the RTP committee, a subcommittee of the RTP committee, or a separate committee. The committee shall have at least two members. If there are not enough faculty to properly constitute the committee, faculty members from other departments shall be elected to supplement the committee.

Tenured faculty members shall be evaluated at intervals of no greater than five years. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator. Evaluations shall be conducted during the spring term. The contents of the Post Tenure Review file shall be compiled and reviewed in electronic format beginning academic year 2020-2021. The evaluation of the tenured faculty member shall terminate at the college dean/director's level.

Periodic Evaluation of Tenured Faculty Members shall include each of the following:

1. An updated curriculum vitae highlighting the achievements of the past 5 years;

2. A self-assessment narrative of the activities and achievements over the last five years, not to exceed four pages, that discusses the following as applicable based on the nature of work assigned: teaching; research and creative activities; service; and administrative roles;
  - a. In your narrative, highlight, as applicable, how your accomplishments support CPP's core values, such as academic excellence, experiential learning, student learning and success, inclusivity, community engagement, and social and environmental responsibility.
3. For those with teaching responsibilities, statistical summaries of student evaluations of teaching performance.

The department may choose to develop additional criteria or procedures that are consistent with this policy. Any such criteria or updates shall be approved by the majority of tenured and probationary faculty in the department and submitted to the dean or director (or other appropriate administrator) for approval no later than February 15th of the academic year prior to the year of implementation.

The departmental committee and the dean (or appropriate administrator) shall each produce a report providing feedback to the evaluated faculty member. The peer review committee chair, the department chair (in case the department chair is not the committee chair), and the appropriate administrator shall meet with the tenured faculty unit employee to discuss the faculty member's strengths and areas for growth, along with suggestions, if any, for improvement.

A copy of the reports of the peer committee and the appropriate administrator shall be placed in the faculty member's Personnel Action File in conformance with standard procedure for introducing material to a Personnel Action File.

The Faculty Affairs Office establishes the calendar for the periodic reviews and performance evaluations. Therefore, the Faculty Affairs Office establishes the calendar for the Periodic Evaluation of Tenured Faculty Members. You have ten (10) days after this report is provided to submit a response/rebuttal.

**Appendix A: Student Evaluation Forms**

## **Appendix B**                    **Scholarly and Creative Activities**

Following is a list of various activities, grouped into three categories, which the Chemistry and Biochemistry DRTPC considers when evaluating scholarly and creative activities. The list is not all-inclusive or in any particular order.

### **1. Scholarly and Creative Activities Related to Teaching.** (not to exceed 5 counts in any particular category)

- a. Development of a new lecture or laboratory course.
- b. Revision or updating of a multi-sectioned lecture or laboratory course.
- c. Development and/or adoption of a new laboratory module into an existing laboratory course; especially if related to candidate's research interests (integration of teaching and research into the curriculum).
- d. Writing of a textbook or contributing a chapter.
- e. Writing of a laboratory manual.
- f. Completing additional course work or mini-courses of study related to teaching and learning. This item may be fulfilled by a minimum of 8 cumulative hours workshop (e.g., One six hour and one two-hour workshop)
- g. Other significant activity for which the candidate establishes evidence.

### **2. Scholarly and Creative Activities Related to Service to the Scientific Community** (not to exceed 5 counts in any particular category)

- a. Chairing a section at a regional or national scientific meeting and/or serving on a committee that helps organize or put on a regional or national scientific meeting.
- b. Leadership or service role in a scientific organization (demonstration of activity).
- c. Working as a consultant in one's area (minimum 8 hours).
- d. Serving as a reviewer, abstractor, etc., for papers or manuscripts in recognized journals or publications.
- e. Serving as a reviewer of proposals to external funding agencies.
- f. Presentation of formal seminars at this University at other institutions or professional organizations.

- g. Taking additional course work or mini-courses of study related to service to the scientific community. This item may be fulfilled by 8 cumulative hours workshop (e.g., One six hour and one two hour workshop)
- h. Other significant activity for which the candidate establishes evidence.

3. Scholarly and Creative Activities in Additional Areas (not to exceed 5 counts in any particular category)

- a. Directing an undergraduate student research project to completion.
- b. Directing graduate student thesis research to completion.
- c. Authoring or co-authoring a scientific paper that was submitted for publication, pending publication. (Not counted if included in category d or a resubmittal)
- d. Publication of research or other scholarly activity in professional peer-reviewed Journal.
- e. Candidate being the lead presenter for an oral or poster presentation at a scientific/professional meeting
- f. Taking additional course work or mini-courses of study related to area of interest. This item may be fulfilled by 8 cumulative hours workshop (e.g., One six hour and one two-hour workshop)
- g. Writing and submitting requests for grant support. (Not counted if included in category h)
- h. Obtaining grant awards to support scholarly and creative activities.
- i. Completion of sabbatical leave or other leave for research or professional development.
- j. Other significant activity for which the candidate establishes evidence.

## **Appendix C: Service Activities**

Following is a list of various service activities, grouped into four levels at which service can be done, which the Chemistry DRTPC considers when evaluating service. The list is not all-inclusive or in a particular order.

### 1. Department:

- a. Active involvement on standing department committees (10 committee-years are required to meet this requirement).
- b. Advisor to an ASI recognized student organization relevant to the department. (2 years required to meet this requirement)
- c. General or Analytical Chemistry Course coordinator or Course coordinator for any other multi-sectioned course for one year.
- d. Active member of a department ad-hoc committee with a major assignment to accomplish (e.g., faculty search committee).
- e. Significant development of advising, program, and learning outcomes assessment.
- f. Involvement in department activities, such as graduation, seminar, & ceremonial events.
- g. Other activity [relevant to the department] for which the candidate establishes evidence.

### 2. College:

- a. Participation on standing College committees.
- b. Advisor to an ASI recognized student organization relevant to the college.
- c. Active member of a College ad-hoc committee with a major assignment to accomplish.
- d. Other activity relevant to the college for which the candidate establishes evidence.

### 3. University:

- a. Participation on standing University committees.
- b. Serving on the Academic Senate (either Cal Poly or CSU).



- c. Advisor to an ASI-recognized student organization relevant to the university.
- d. Active member of a University ad-hoc committee with a major assignment to accomplish.
- e. Other activity relevant to the university for which the candidate establishes evidence.

4. Community:

- a. Presentations to schools, civic groups, etc.
- b. Active in community or service work related to expertise in chemistry

**Appendix D: Some American Chemical Society Assessment Criteria** (A statement of the Division of Chemical Education of the American Chemical Society distributed Spring 1992 on Research and Scholarly Work in Chemical Education.)

The following list suggests activities that might be used in making tenure and promotion decisions for faculty members whose emphasis is in the area of chemical education. In addition to excellence in teaching, research, and service (the traditional criteria for granting tenure or promotion), activities such as these should also qualify as scholarly work in chemical education.

1. Development of New Courses and/or Curricula, such as:
  - a. Chemistry Courses for Science of Non-Science Majors
  - b. Science Education Courses for Teachers
  - c. Laboratory Courses
  - d. Special Topics Courses
2. Leadership at Professional Meetings (Local, Regional, National, or International)
  - a. Invited Lecturer
  - b. Presenter of Papers or Posters
  - c. Organizer of Symposium or Workshop
  - d. Chairman of Professional Organization or Committee
3. Published Articles in Journals such as the following:
  - a. Journal of Chemical Education
  - b. Journal of College Science Teaching
  - c. Science Education
  - d. School Science and Mathematics
  - e. Journal of Research in Science Teaching
4. Submission and Funding of Grant Proposals for projects such as:
  - a. Chemical Education Research
  - b. Laboratory Instrumentation
  - c. Teacher Pre-Service or In-Service Programs
  - d. Science Programs for Primary or Secondary Students
  - e. Production of Chemistry Teaching Materials
5. Contributions Toward Instructional Improvement, such as:
  - a. Introducing New Chemical Demonstrations
  - b. Developing New Laboratory Experiments
  - c. Providing Guidance for Teaching Assistants
  - d. Creating Models or Other Visual Aids for the Classroom
  - e. Finding New Uses for Computers in Chemistry Teaching
  - f. Developing Audio-Visual Materials or Computer Software
6. Other Activities in Chemical Education, such as:
  - a. Authoring a Textbook or Support Materials
  - b. Review of Textbook or Journal Manuscripts
  - c. Review of Chemistry Programs or Grant Proposals
  - d. Interpretation of Chemistry for the Public
  - e. Involvement in Writing of National Chemistry Exams
  - f. Participation in Chemical Meetings or Workshops

- g. Service on Chemical Education Committees or Task Forces

## Appendix E

### PEER REVIEW OF CLASSROOM TEACHING

Instructor:	Date:
Course:	Time:
Topic:	Evaluator:

#### *Face-to-Face Review Form*

- I. **Course Content** (*e.g.*, structure, organization, clarity of visual aid/videos/presentations/supplemental materials, development of concepts and examples at appropriate levels, *etc.*)
- II. **Course Management** (*e.g.*, promptness, review of upcoming schedule, communication of office hours to students, effectiveness of group work, highlighting lab safety, *etc.*)
- III. **Student Engagement** (*e.g.*, opportunities for student-student interaction, faculty-student interaction, encouragement of student communication and exchange of ideas, *etc.*)
- IV. **Summary of class observation** (*e.g.*, strengths, weaknesses, suggestions for improvement, *etc.*)

#### *Remote Virtual Review Form*

- I. **Course Content** (*e.g.*, structure, organization, clarity of visual aid/videos/presentations/supplemental materials, development of concepts and examples at appropriate levels, *etc.*)
- II. **Course Management** (*e.g.*, promptness, effectiveness of course navigation, availability of upcoming schedule, communication of office hours to students, effectiveness of group work, highlighting lab safety, *etc.*)
- III. **Student Engagement** (*e.g.*, opportunities for student-student interaction, faculty-student interaction, encouragement of student communication and exchange of ideas, *etc.*)
- IV. **Summary of class observation** (*e.g.*, strengths, weaknesses, suggestions for improvement, *etc.*)

\_\_\_\_\_  
Print Name & Signature of Peer Reviewer

\_\_\_\_\_  
Date

I have read and received a copy of this evaluation and understand that it will be placed in my Personnel Action File. I understand that I have ten (10) calendar days from the date below to submit a response to the DRTPC Chair.

\_\_\_\_\_  
Print Name & Signature of Faculty Member  
cc: faculty member, DRTPC Chair

\_\_\_\_\_  
Date