

Standards and Criteria for Retention, Tenure, and Promotion

Cal Poly Humboldt

Department of Chemistry

April 28, 2023

The tenure-track and tenured faculty members of the Department of Chemistry have unanimously approved the following teaching, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook, “Faculty Personnel Policies and Procedures for Retention, Tenure and Promotion”.

PREAMBLE

As stated in Appendix J of the Faculty Handbook, departmental RTP criteria and standards “add specificity to the University’s policy on RTP”[IX.A.1.a.1][1] and establish “clear requirements for documenting the quality and significance of faculty achievements.”[IX.A.1.a.2] In addition, departmental RTP criteria and standards “shall be consistent with the University’s policy on RTP (Appendix J).”[IX.A.1.b] Further, “The University’s policy on RTP (Appendix J) shall be the basis to evaluate faculty performance” for those departments without approved standards and criteria.[IX.A.1.i] We understand this to mean that departmental standards and criteria must be fully subsumed under the guidelines of Appendix J and may not violate the spirit or the letter of the guidelines of Appendix J.

The Department of Chemistry is a purely undergraduate department offering three degrees for chemistry majors: the B.S. in Chemistry, the B.S. in Biochemistry, and the B.A. in Chemistry. The B.S. degree in Chemistry is certified by the American Chemical Society. With the heavy teaching loads required of each chemistry faculty member and with no graduate program of any kind, the Standards and Criteria enumerated below have been developed with flexibility and breadth to reflect the demands required by the department for excellence under such circumstances. These Standards and Criteria are *specific* to the circumstances of the Department of Chemistry and have been carefully formulated to provide a clear path for retention, promotion, and tenure for all chemistry faculty members.

TEACHING EFFECTIVENESS

Activities to be Assessed

In the Department of Chemistry and as defined in Appendix J, evaluations of teaching effectiveness “shall be based primarily on written statements from colleagues within the candidate’s academic discipline(s).”[IX.B.1.a.4] In addition, the Department of Chemistry will take into consideration the written student evaluations from courses taught,[IX.B.1.8] but these student evaluations will constitute a secondary consideration when evaluating the teaching effectiveness of a faculty member. In addition, the participation in teaching workshops and other professional development activities, the use of modern pedagogical teaching strategies, and other indications of teaching excellence shall be used in the evaluation of teaching effectiveness.

Contributions made during service credit years will weigh equally to those made in residence at Humboldt. Faculty members under review with service credit must provide all pertinent materials, which, at a minimum, shall include any pertinent evidence, such as collegial and student evaluative letters, such that teaching effectiveness during those years can be thoroughly evaluated. Should such information not be available — if, for example, student evaluations of teaching were not carried out at the candidate’s former institution — the candidate, in consultation with the Department of Chemistry Personnel Committee and the faculty member’s mentor, must explain fully how the candidate’s teaching effectiveness is to be evaluated for the service credit years.

Retention, Tenure, and Promotion to the Rank of Associate Professor

In the evaluation of the teaching effectiveness of faculty members with the rank of Assistant Professor in the RTP process, Appendix J [IX.B.1.a] shall be followed.

The *promise* of excellence, as determined primarily through written statements from colleagues and secondarily through student evaluations of teaching and other evidence, shall be required for retention. *Excellence* in teaching, as determined primarily through written statements from colleagues and secondarily through student evaluations of teaching and other evidence, shall be required for tenure and promotion to the rank of Associate Professor.

There are additional indicators of teaching excellence that are to be described in the evaluative materials included in the WPAF and discussed in the PDS.

1. Evidence of maintaining participation in professional development activities related to teaching.

2. Evaluative materials that show evidence of reflection upon student evaluations and faculty evaluative letters, including adaptations in response to these evaluations as appropriate. Critical reflection on mean scores, written student comments, response rates of student evaluations, and collegial observations for each course taught is a vital component of the teaching effectiveness section of the PDS.
3. Mean numerical scores on student evaluations of 4.0 or greater on a five-point scale on the majority of questions for the majority of the semesters under evaluation. When mean scores fall below 4.0, the candidate is strongly encouraged to discuss potential reasons for the lower score(s) and to describe in the PDS any actions to be taken to improve those scores.

Other indicators of excellence may include, but are not limited to:

1. Establishing significant student-teacher relationships.
2. Maintaining high, yet achievable, standards for students.
3. Preparing high quality teaching materials, utilizing interactive teaching methods, and/or implementing modern teaching pedagogies in the classroom.
4. Creating an inclusive learning environment.
5. Promoting equity in the classroom and striving to minimize equity gaps in courses.

The candidate is encouraged to explicitly document and explain how the candidate has achieved these indicators of excellence in the PDS.

Promotion to the Rank of Professor

In the evaluation of the teaching effectiveness of faculty members with the rank of Associate Professor in the promotion process, Appendix J[IX.B.1.a] shall be followed, with the exception that in subsection (a)(1), the phrase “throughout the probationary period” is eliminated, as tenured Associate Professors are no longer in their probationary period.

A pattern of excellence in teaching, as determined primarily through written statements from colleagues and secondarily through student evaluations of teaching and other evidence, shall be required for promotion to the rank of Professor.

Standards and expectations for teaching excellence listed for retention, tenure, and promotion to Associate Professor shall also apply. However, in addition to the above-mentioned standards and expectations, promotion to the rank of Professor requires evidence of leadership in teaching excellence. Indicators of leadership may include, but are not limited to, the development or improvement of curricula, mentorship of other faculty members, initiation of pedagogical innovations, or other such evidence, and are to be documented and explained in the PDS.

SCHOLARLY/CREATIVE ACTIVITIES

Activities to be Assessed

Because of the heavy teaching load required of all faculty members in the Department of Chemistry and the lack of a graduate program in the curriculum, any scholarship and research in chemistry requires exceptional flexibility and adaptability on the part of the faculty member. The initiation and sustainment of a research program involving undergraduate students places many demands on departmental faculty members because of the heavy teaching loads that may not be evident for some evaluating bodies. The evaluation of scholarship and research in an undergraduate setting must take into careful consideration such obstacles as the heavy teaching loads, the lack of a graduate program, significant and often time-consuming ancillary duties, and other time-demanding duties in order to properly contextualize the development of a viable research program and make a realistic evaluation of that program.

The Department of Chemistry considers a faculty member's scholarly activities to be an extension of the faculty member's teaching in that the faculty member will be a mentor and an instructor for the undergraduate researchers under their direction. The faculty member will be interacting — teaching — in a small group or one-on-one fashion with their undergraduate research students, helping them to learn the techniques necessary for the research projects under consideration. Undergraduate research informs and enhances undergraduate teaching, and undergraduate teaching informs and enhances undergraduate research. Thus, undergraduate research projects that involve fundamental or applied research in chemistry are equally valued with undergraduate research projects that involve innovations in teaching pedagogy or other educational areas.

Whenever a type of scholarship activity is submitted for evaluation by a faculty member that is not easily categorized in one or more of the areas outlined below, the Department of Chemistry considers the faculty member under evaluation to have the responsibility — with the assistance of the members of the Department of Chemistry Personnel Committee and the faculty member's mentor — to carefully explain how that type of scholarship can be categorized and to submit documentation to support the categorization suggested.

In order for scholarship to be effectively recognized, both dissemination and peer review are fundamental requirements. These requirements may, however, be tailored to the demands of the scholarship itself: Dissemination may be, depending upon the level of scholarship, local, regional, national, or international. Peer review may be formal, such as the peer review of manuscripts submitted for publication or reviewers' comments on an external proposal, or less so, as when, for example, colleagues informally comment in evaluative letters upon research in progress. In all cases, the candidate must carefully explain, when the type of dissemination

and/or peer review is not obvious, how the research or scholarly activity can be classified as belonging to this section.

The order in which the activities are listed does not indicate a preference of one activity over another. Further, documented examples of scholarly/creative activities to be assessed are not limited to those listed.

Category A. Significant Scholarship Contributions

1. Peer-reviewed journal articles, books, textbooks, technical reports, and/or review articles.
2. Peer-reviewed funded external (beyond Cal Poly Humboldt) grant or contract proposals. The significance of the contribution will be based on the amount of funding secured.
3. Resubmission of a major peer-reviewed external grant (e.g., NSF, NIH, NIJ, DOE, NOAA, DOEd, California SeaGrant, Petroleum Research Fund, Cottrell Scholars-Research Corporation, etc.). A “resubmission” is defined as submitting the same grant proposal again after making revisions that are based on reviewer’s comments, to the same funding entity. A “major” external grant is one that would provide substantial funding to the University and allow the principal investigator to conduct original research and/or support students.

Category B. Other Scholarship Contributions

1. Submission of a peer-reviewed major external grant.
2. Funded internal (Cal Poly Humboldt) grant or contract proposals.
3. Peer-reviewed oral or poster presentations based on student/faculty research and presented at regional/national meetings.
4. Peer-reviewed publications in the Journal of Undergraduate Research, Cal Poly Humboldt IdeaFest Journal, or similar proceedings publications.
5. Non-peer-reviewed technical reports, books, journal articles, proceedings, presentations, or other similar non-peer-reviewed activities.
6. Evidence of collaboration with other individuals in scholarship.
7. Sponsoring colloquia and forums.
8. Developing new products, practices, clinical procedures and/or new creative works.
9. Managing and reporting research activities for a major grant or program.
10. Developing and researching innovative pedagogy and educational media.
11. Presentation or other dissemination of modern or innovative pedagogy materials
12. Other documented and described scholarship activities, such as manuscripts or grant proposals in progress.

Retention, Tenure and Promotion to the Rank of Associate Professor

The scholarly activity commitments below represent expectations for the whole of the probationary period and are not annual expectations. However, the “Expected Duties” are viewed as work that should be performed on a continuous basis. These requirements also apply to service credit years. Contributions made during service credit years weigh equally to those made at Cal Poly Humboldt. In all cases, the candidate’s scholarly and creative activities “shall be characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.”[IX.B.2] All contributions should be described in sufficient detail by the candidate in the PDS so as to allow reviewing bodies to readily understand the reasons for the inclusion of the activities in this section.

Expected Duties in Scholarly/Creative Activities Necessary for Retention During the Probationary Period

In the eWPAF, the candidate must provide evidence of

1. involvement by undergraduate students in research activities, and
2. the development of a pattern of scholarly/creative activities.

A probationary faculty candidate who is judged not to have fulfilled these expected duties will be considered *unacceptable* during any stage of the RTP process.

Levels of Accomplishment in Scholarly/Creative Activities Necessary for Tenure and Promotion to Rank of Associate Professor

Minimum Essential

In the eWPAF, the candidate must provide evidence of

1. involvement by undergraduate students in research activities,
2. a pattern of scholarly/creative activities, and
3. an average of at least one contribution from Category B for each probationary year. Note: A contribution from Category A may replace a contribution from Category B, but the reverse is not allowed.
4. A minimum of one peer-reviewed item from Category A.1 during the probationary period.

Good

In the eWPAF, the candidate must provide evidence of

1. all activities listed under the Minimum Essential heading,
2. one submission of an external grant proposal that involves exposure to an independent peer review process and, if the external grant proposal is not funded, internal funding is expected to be sought,
3. one peer-reviewed publication from Category A,
4. documentation of positive critical collegial review of the candidate's efforts in the area of scholarship/creative activity as "characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique" [IX.B.2], and, where appropriate,
5. other activities that are equivalent to activities 2 and 3 if the substitution(s) is/are approved by the Department of Chemistry Personnel Committee.

Excellent

In the eWPAF, the candidate must provide evidence of

1. all activities listed under the Minimum Essential heading,
2. one funded internal or external grant proposal that involves exposure to an independent peer review process,
3. one peer-reviewed publication from Category A, and one additional activity from Category A,
4. documentation of positive critical collegial review of the candidate's efforts in the area of scholarship/creative activity as "characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique" [IX.B.2], and, where appropriate,
5. other activities that are equivalent to activities 2 and 3 if the substitution(s) is/are approved by the Department of Chemistry Personnel Committee.

Promotion to the Rank of Professor

The Department of Chemistry has greater scholarly activity expectations of those faculty members applying for promotion to the rank of Professor than for those faculty members applying for tenure and promotion to the rank of Associate Professor. In general, for promotion to the rank of Professor, the statements in Appendix J [X.A.1] are applicable.

Levels of Accomplishment in Scholarly/Creative Activities Necessary for Promotion to the Rank of Professor

Minimum Essential

In the eWPAF, the candidate must provide evidence of

1. involvement by undergraduate students in research activities,
2. a pattern of scholarly/creative activities, and
3. an average of at least one contribution from Category B for each review year. Note: A contribution from Category A may replace a contribution from Category B, but the reverse is not allowed.
4. one submission of an external or internal grant proposal that involves exposure to independent peer review process,
5. A minimum of one peer-reviewed item from Category A.1 during the review period.

Good

In the eWPAF, the candidate must provide evidence of

1. all activities listed under the Minimum Essential heading,
2. two submissions of external and/or internal grant proposals that involve exposure to independent peer review processes wherein one of these submissions must be for external funding,
3. one peer-reviewed publication from Category A,
4. documentation of positive critical collegial review of the candidate's efforts in the area of scholarship/creative activity as "characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique" [IX.B.2], and, where appropriate,
5. other activities that are equivalent to activities 2 and 3 if the substitution(s) is/are approved by the Department of Chemistry Personnel Committee.

Excellent

1. all activities listed under the Minimum Essential heading,
2. two funded external and/or internal grant proposals that involve exposure to an independent peer review process wherein one of these submissions must be for external funding and where the resubmission of a major external grant will satisfy one of these requirements,

3. two peer-reviewed publications from Category A,
4. documentation of positive critical collegial review of the candidate's efforts in the area of scholarship/creative activity as "characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique" [IX.B.2], and, where appropriate,
5. other activities that are equivalent to activities 2 and 3 if the substitution(s) is/are approved in advanced by the Department of Chemistry Personnel Committee prior to PDS submission.

SERVICE

Activities to be Assessed

Service to the department, university, profession, and/or the community will be considered for Retention, Tenure and Promotion.]The faculty member shall also include an indication of their role and the significance of the service contribution in the PDS.

Whenever a service activity is submitted for evaluation by a faculty member but is not easily categorized in one or more of the areas outlined below, the Department of Chemistry considers the faculty member under evaluation to have the responsibility — with the assistance of the members of the Department of Chemistry Personnel Committee and the faculty member's mentor — to carefully explain how that type of service can be categorized and to submit documentation to support the categorization suggested.

Category A: Service to the Department

1. Participation on department committees, including shared governance activities.
2. Participation in traditional academic functions such as student outreach activities, student support initiatives, and other related functions.
3. Service on departmental search, personnel, or other major committees.
4. Participation in group projects directed toward accomplishing department goals such as outcomes assessment development and implementation, strategic planning, accreditation activities, and other related activities.
5. Mentoring colleagues.
6. Mentoring students, and writing letters of recommendation

Category B: Service to the University

1. Participation in elected or appointed college, and/or university committees, including shared governance activities.
2. Participation in student outreach activities, on-campus clubs and other related academic functions.
3. Service on search, personnel or thesis committees for other departments.
4. Participation in group projects directed toward accomplishing college and university goals such as outcomes assessment, strategic planning and other related activities.

Category C: Service to the Profession

1. Serving as an active member within a professional society or organization.
2. Serving in a professional outreach role with professional society sponsorship.
3. Serving as a reviewer or editor for professional publications, such as manuscripts submitted to peer-review journal articles, textbooks, software, reports or other related materials.
4. Serving as a reviewer for grant proposals, such as those submitted to professional granting agencies.
5. Working collaboratively and productively with colleagues.

Category D: Service to the Community

1. Participation in off-campus outreach activities, such as those affiliated with K-12 programs or non-profit organizations.
2. Making research understandable and accessible to the public through activities such as presentations or non-academic publications.
3. Contributions to the community-at-large through organizational leadership presentations, and other relevant participation in groups serving the public interest
4. Serving as a scientific consultant for public or private agencies.

Category E: Service Leadership in the Department, University, Profession or Community

1. Serving as chair of an active committee at the department, college or university level.
2. Serving in a leadership role in training workshops or other university initiatives.
3. Chairing a committee or holding office in a government agency or non-profit organization.
4. Serving in a leadership role by organizing symposia, conferences, or other related professional activities.
5. Serving as an editor for a peer-reviewed scientific journal.
6. Serving in a leadership role as an organizer of community activities.

Levels of Accomplishment in Service Activities Necessary for Retention, Tenure and Promotion to the Rank of Associate Professor

The Department of Chemistry is fully cognizant of the importance placed by the University on teaching excellence and scholarly activities. Further, the department completely understands the significant time commitment required for the development of teaching excellence and the initiation of scholarly activities, especially in a department with heavy teaching loads and no graduate program. A probationary faculty member has limited time, and must place their efforts primarily in the areas of developing teaching excellence and initiating a research program incorporating undergraduate student involvement. Because of these needs, the Department of Chemistry purposely counsels probationary faculty members to limit their involvement in service activities, especially early in their probationary career. More significant involvement in service activities is expected of tenured and promoted faculty members.

The service commitments below represent expectations for the whole of the probationary period and are not annual expectations. However, the “Expected Duties” are viewed as service that should be continuous. These requirements also apply to service credit years. Contributions made during service credit years weigh equally to those made at Humboldt. All contributions should be described in sufficient detail by the candidate in the PDS so as to allow reviewing bodies to readily understand the reasons for the inclusion of the activities in this section, including those from service credit years.

We recognize the cultural taxation of faculty members of color, those that identify as LBGQTQ, and/or female, who provide intensive student mentoring and who may be called on to serve on multiple equity committees and institutional change initiatives. Though we do not encourage candidates to perform a disproportionate amount of service, we recognize the leadership provided by these candidates as they support our students, institution and/or community. It is incumbent on the IUPC to contextualize the candidate’s service, and to recognize their leadership through extraordinary service, where cultural taxation is a factor.

Expected Duties in Service Activities Necessary for Retention during the Probationary Period

In the eWPAF, the candidate must provide evidence of

1. maintaining a pattern of participation on departmental standing committees, and
2. working collaboratively and productively with colleagues in the department and across the University.

A probationary faculty candidate who is judged not to have fulfilled these expected duties will be considered *unacceptable* during any stage of the RTP process.

Levels of Accomplishment in Service Activities Necessary for Tenure and Promotion to Associate Professor

Minimum Essential

In the eWPAF, the candidate must provide evidence of satisfactorily performing the activities listed under Expected Duties and provide evidence of

1. service on one appointive committee or running for one elective committee position at the college or university level during the review period,
2. participation in traditional academic functions such as student outreach activities, student support initiatives, and other related functions, and
3. contribute to departmental goals and initiatives such as assessment, strategic planning, accreditation activities, and other related activities.

Other equivalent activities may be substituted for one or more of the above service activities, if the substitution(s) is/are approved by the Department of Chemistry Personnel Committee. For example, activities from Categories C, D and/or E may be substituted, if approved.

Good

In the eWPAF, the candidate must provide evidence of satisfactorily performing the activities listed under Expected Duties and provide evidence of

1. service on two elective or appointive committees at the college or university level during the review period,
2. participation in traditional academic functions such as student outreach activities, student support initiatives, and other related functions, and
3. contribute to departmental goals and initiatives such as assessment, strategic planning, accreditation activities, and other related activities.

Other equivalent activities may be substituted for one or more of the above service activities, if the substitution(s) is/are approved by the Department of Chemistry Personnel Committee. For example, activities from Categories C, D and/or E may be substituted, if approved.

Excellent

In the eWPAF, the candidate must provide evidence of satisfactorily performing the activities listed under Expected Duties and provide evidence of

1. service on two elective or appointive committees at the college or university level during the review period,
2. participation in traditional academic functions such as student outreach activities, student support initiatives, and other related functions,
3. contribute to departmental goals and initiatives such as assessment, strategic planning, accreditation activities, and other related activities, and
4. service in one departmental, university, professional, or community activity in which the candidate provides a leadership role or makes a significant contribution to Humboldt.

Other equivalent activities may be substituted for one or more of the above service activities, if the substitution(s) is/are approved by the Department of Chemistry Personnel Committee. For example, activities from Categories C, D and/or E may be substituted, if approved.

Levels of Accomplishment in Service Activities Necessary for Promotion to the Rank of Professor

The Department of Chemistry has greater service expectations of those faculty members applying for promotion to the rank of Professor than for those faculty members applying for tenure and promotion to the rank of Associate Professor. In general, for promotion to the rank of Professor, the statements in Appendix J [X.A.1] are applicable.

The service commitments below represent expectations for the whole of the review period and are not annual expectations.

Minimum Essential

In the eWPAF, the candidate must provide evidence of satisfactorily performing the activities listed under Expected Duties and provide evidence of

1. service on one elective or appointive committee at the college or university level during the review period.
2. Contribute to departmental goals and initiatives such as assessment, strategic planning, accreditation activities, and other related activities.

Other equivalent activities may be substituted for one or more of the above service activities, if the substitution(s) is/are approved by the Department of Chemistry Personnel Committee. For example, activities from Categories C, D and/or E may be substituted, if approved.

Good

In the eWPAF, the candidate must provide evidence of satisfactorily performing the activities listed under Expected Duties and provide evidence of

1. service on two elective or appointive committees at the college or university level during the review period,
2. service in two additional departmental, university, professional, or community activities that represent a significant contribution to Humboldt,
3. contribute to departmental goals and initiatives such as assessment, strategic planning, accreditation activities, and other related activities, and
4. service in a leadership role on one service activity during the review period.

Other equivalent activities may be substituted for one or more of the above service activities, if the substitution(s) is/are approved by the Department of Chemistry Personnel Committee. For example, activities from Categories C, D and/or E may be substituted, if approved.

Excellent

In the eWPAF, the candidate must provide evidence of satisfactorily performing the activities listed under Expected Duties and provide evidence of

1. service on two elective or appointive committees at the college or university level during the review period,
2. service on three other departmental, university, professional, or community service activities with a significant contribution to Humboldt,
3. contribute to departmental goals and initiatives such as assessment, strategic planning, accreditation activities, and other related activities.
4. service in a leadership role on two or more service activities during the review period.

Other equivalent activities may be substituted for one or more of the above service activities, if the substitution(s) is/are approved by the Department of Chemistry Personnel Committee. For example, activities from Categories C, D and/or E may be substituted, if approved.

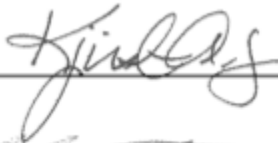

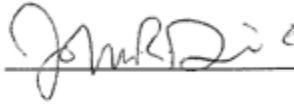
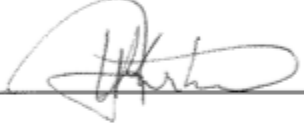




Early Tenure and Promotion to Associate Professor or Professor

Early tenure and early promotion are not the norm, but the exception. Applications for early tenure and promotion should only be submitted by a candidate who is considered to be

exceptionally strong in all three areas of evaluation: teaching excellence, scholarly and creative activities, and service. Such exceptional strength may, for example, be exemplified by a candidate who is evaluated to be Excellent in all three areas at the time of the application for early tenure and/or early promotion.

[1] Citations in square brackets refer to specific sections and subsections of Appendix J.

Approval:

Faculty (Print Name)	Signature	Date	Approval
Kirsten A. Wayman		1 May 2023	<input checked="" type="radio"/> YES <input type="radio"/> NO
Claire Till		1-May 2023	<input checked="" type="radio"/> YES <input type="radio"/> NO
Joshua Smith		1-May-2023	<input checked="" type="radio"/> YES <input type="radio"/> NO
Jorge Monteiro		2-May-2023	<input checked="" type="radio"/> YES <input type="radio"/> NO
Jeffrey Schineller		2-May-2023	<input checked="" type="radio"/> YES <input type="radio"/> NO
Chris Herman		05.2.23	<input checked="" type="radio"/> YES <input type="radio"/> NO
Matthew Adant		5/2/2023	<input checked="" type="radio"/> YES <input type="radio"/> NO
Jenny Cappuccio		3-May-2023	<input checked="" type="radio"/> YES <input type="radio"/> NO
			YES NO