

**California State University, Dominguez Hills**  
**Department of Chemistry and Biochemistry**  
**Definitions and Standards for**  
**Reappointment, Promotion and Tenure**  
**2015**

**I. Definitions of Teaching, Research and Scholarship, and Service**

**Introduction**

The Department of Chemistry & Biochemistry offers Both B. A and B. S. degree program in Chemistry and Biochemistry. The B.S. in chemistry is certified by the America Chemistry Society (ACS). The Department is composed of faculty and scholars dedicated to teaching, learning, and research excellence for the benefit of our students, and for society.

Faculty under review in the Reappointment, Promotion, and Tenure process should demonstrate evidence of high quality performance in teaching, scholarship, research, and service.

**I.1. Teaching**

Chemistry Department faculty are expected to develop and teach one or more discipline specific courses for chemistry and Biochemistry majors, participate in teaching the Introductory Chemistry, CHE 108, and/or General Chemistry series, CHE 110 and CHE 112 as well as the General Education courses, CHE 102 and CHE 103L, or the service course offerings of the Department.

Chemistry & Biochemistry Department faculty should demonstrate a commitment to teaching excellence and to achieving a high level of proficiency in stimulating student thinking and fostering learning. The evidence for this commitment will be the materials submitted in the WPAF, including course syllabi, exams, Positive Teaching Effectiveness (PTE) numerical data, and PTE narrative data.

Evidence of teaching activities may include:

- Participating in course development and improvement according to ACS guidelines
- Curriculum development and improvement according to ACS guidelines
- Establish a clearly defined and fair grading system
- Meet classes regularly at scheduled times
- Schedule and meet reasonable office hours and be available to students via appointment
- Encourage and expect a high level of student performance in all classes
- Participate in academic advisement of Chemistry majors and minors
- Demonstrate a commitment to improvement of teaching performance.
- A list of teaching workshops attended, activities for professional organizations, and advances made in pedagogical research.

**I.2. Research and Scholarship**

The Chemistry & Biochemistry Department believes that effective teaching and scholarship are inseparably interconnected. The Department faculty should participate in scholarly activity involving students in their research and scholarship.

Evidence of scholarly activity may include:

- Supervision and mentoring of undergraduate independent study projects
- Efforts toward obtaining funding for research activities
  - Submission of applications for internal funding of research or scholarship and creative activity
  - Submission of applications for external funding of research or scholarly activity;
- Research presentations, by faculty or students, at scholarly meetings

- Publication in refereed journals
- Publications in peer-reviewed journals in chemistry, biochemistry, or chemical education (which may or may not be research-related)
- Authorship of textbooks, laboratory manuals and instructional software. Video productions will be considered only insofar as they represent efforts which are carefully planned and executed, not simply videotaped lectures.
- Scientific Consulting, paid or unpaid, in chemistry or chemical education; or evidence of related research, paid or unpaid, from which no publication necessarily results, provided that the quality and originality of these activities is attested by recognized experts in the field or by equivalent evidence, and these activities can be shown to be related to the person's primary academic responsibilities, and that they benefit the University or improve classroom effectiveness
- Scholarship which utilizes terminal degree material (for example, dissertation chapters) beyond the satisfaction of degree requirements shall be deemed acceptable for RTP purposes.

### **I.3. Service**

Chemistry & Biochemistry Department faculty should demonstrate a commitment to service to the Department, College, University, Discipline, and/or Community. This service may include:

- Membership or Chairmanship of Departmental, College, or University Committees, either standing or ad-hoc
- Participation in student advancement, tutoring, or advisement activities
- Membership or Chairmanship of CSU wide Committees, Programs, or Task- Forces
- Membership, participation, or holding office in professional organizations
- Organization of scholarly meetings, workshops, or symposia
- Membership in, consultation with, or speaking engagements before professional non-profit, or community organizations
- Consultation with K-12 educational programs or schools

## **II. Standards for Reappointment, Promotion, and Tenure**

### **II.1 Standards for Reappointment**

Reappointment is based on evidence presented in the file that the faculty member is making adequate progress toward tenure in all three evaluation areas-teaching, research and scholarship, and service. The review by the department RTP Committee should include guidance or suggestions for improvement in any identified area of weakness.

With this review, tenure-track faculty will receive a recommendation of a) strongly recommend for reappointment, b) recommend for reappointment, c) recommend for reappointment with reservations, and d) recommend to not reappoint.

#### **II.1-1 Teaching**

Received Teaching Effectiveness data will be evaluated when there is a minimum 50% response rate by students enrolled in the class. Satisfactory teaching performance is measured by a positive assessment of teaching (PTE) using the different factors listed in the Teaching Definitions section above.

**II.1-2 Research and Scholarship**

Evidence of research and scholarly activity should be evaluated as indicating progress toward tenure and promotion. This evidence should document that reasonable progress is being made toward completing the research and scholarship standards for tenure and promotion (see standards for tenure and promotion below). Demonstration of satisfactory progress must be evidence-based and provide reviewers of the SIF and WPAF with sufficient information and discussion to assess progress and identify corrective action, if needed, to make a valid assessment.

Evidence of scholarly activities which will be evaluated include one or more as listed in section I.2

**II.1-3 Service**

Satisfactory progress in service will be indicated by yearly completion of engaged service and demonstrated leadership in at least one activity as listed in Section I.3.

The department chair and department RTP committee will determine if service represents a reasonable trajectory toward tenure completion standards by the end of the probationary period.

**II.2 Standards for Tenure and Promotion**

Evaluation for promotion is based on review of 1) teaching, 2) research and scholarship, and 3) service. The performance should be satisfactory in all three areas. With this review, the faculty under review will receive a recommendation of a) strongly recommend for promotion, b) recommend for promotion, c) recommend for promotion with reservations, and d) do not recommend for promotion.

**II.2-1 Teaching**

Evidence Of teaching excellence will be demonstrated by the following items:

- Participating in course development and improvement according to ACS guidelines
- Curriculum development and improvement according to ACS guidelines
- Establish a clearly defined and fair grading system
- Meet classes regularly at scheduled times
- Schedule and meet reasonable office hours and be available to students via appointment
- Encourage and expect a high level of student performance in all classes
- Participate in academic advisement of Chemistry majors and minors
- Demonstrate a commitment to improvement of teaching performance.
- A list of teaching workshops attended, activities for professional organizations, and advances made in pedagogical research.
- Perceived Teaching Effectiveness data will be evaluated when there is a minimum 50% response rate by students enrolled in the class. Student evaluations should be comparable to the department averages in all categories. Student evaluations should have a 70 percent response rate in the top two categories. PTE scores deviate from department averages should be augmented with adequate explanation. In the case that PTE evaluations have response rate less than 50%, peer evaluations will be used by the department RTP committee to judge the teaching performance.

**II.2-2 Research and Scholarship**

At the end of the review period, the faculty member under consideration should demonstrate a satisfactory track record of scholarly contributions. A faculty member must have a minimum of

- Supervision and mentoring of undergraduate independent study projects


- one submission of an application for internal funding of research or scholarship and creative activity
- one submission of an application for external funding of research or scholarly activity;
- two publications in a peer-reviewed journal in chemistry, biochemistry or chemical education (which may or may not be research-related).

Equivalent journal and conference publications will include book and book chapters, as well as awarded grant proposals:

- Publications such as an academic scholarly book or book chapters by a recognized and reputable source will be considered by the department RPT committee as equivalent to a peer-reviewed or refereed journal publication. Publications such as textbooks will be considered by the department committee as equivalent to peer-reviewed or referred conference publications, based on the contents and quality of the book or book chapters.
- Awarded external grant proposals in the amount of \$30K or above will be considered by the department committee as equivalent to one peer-reviewed or refereed journal publication. However, at most one awarded grant proposal can be considered as an equivalent journal or conference publication.

### II.2-3 Service

At the end of the review period, the faculty member should have a record of continuing and positive engagement with the department, college, university community and the broader community. The faculty member should have at least one departmentally based committee or activity (e.g. departmental curriculum committee) and at least one college or university level committee or activity each year.

  
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 Department Chair


7/27/2015  
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Date

  
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 Dean

8-21-15  
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Date

  
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 Provost and Vice President of Academic Affairs

8-28-15  
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Date

**Received**

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