FACULTY PERSONNEL STANDARDS FOR THE
DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

CALIFORNIA STATE UNIVERSITY, FULLERTON

February 2003
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BASIC PRINCIPLES

A. Goals

The Chemistry and Biochemistry Department is committed to the goals of offering educational programs of the highest quality and of continually evaluating and improving its programs. The Department recognizes that the key to a quality program is its instructional faculty and expects a high level of competency in its faculty members in teaching, scholarly and creative activities (research) and professional, university, and community service. To insure this competency, personnel procedures involving both the initial selection of faculty and subsequent evaluation of faculty performance are based on the goal of increasing the overall quality of the faculty both in teaching and research. The Chemistry and Biochemistry Department welcomes its responsibility to provide the best possible chemistry faculty for the students of the University.

The Departmental personnel policies are designed to assist faculty members in achieving excellence as teacher-scholars. Periodic reviews of faculty performance provide opportunities for recognizing areas of strength and recommending potential areas for improvement.

B. Advancement and Promotion

The Chemistry and Biochemistry Department considers the tenure decision to be the most important personnel consideration. In promotion, retention, and tenure decisions, performance in the categories of teaching and scholarly and creative activity shall be given primary emphasis. Secondary consideration shall be given to professional, university, and community service. In the event of exceptional performance by a faculty member, the Chemistry and Biochemistry Department shall attempt to secure early tenure or early promotion for the faculty member.

C. Hiring

The Chemistry and Biochemistry Department seeks to hire only those candidates who, based on the evidence gathered in the hiring process, it believes possess the potential to attain tenure and ultimately the rank of Professor. During the initial interview and then again upon joining the faculty, the individual will be counseled concerning this document and the requirements for tenure and promotion in the Chemistry and Biochemistry Department.

The Department recognizes prior experience by recommending initial appointment at a rank and step commensurate with that experience. Additionally, it is Department practice to encourage and support a request for early tenure when a probationary faculty member meets the criteria specified in this document and in UPS 210.000. Because these practices provide appropriate recognition of superior faculty performance, it is Department policy to recommend against the granting of prior service credit at the time of initial appointment.

D. Development Plan, DP (applies to faculty who had a DP approved prior to fall 2002)

The Development Plan (DP) is the probationary faculty member’s agenda for achieving the professional growth necessary to qualify for tenure. The DP sets and describes the specific objectives to be achieved by the faculty member during the probationary period. This plan, which shall be prepared, reviewed, and approved during the faculty member’s second year of probationary appointment, shall describe the activities and intended outcomes that the probationary faculty member expects to achieve during the probationary period. The Plan complements but does not replace
Department Personnel Standards, University policy, or the Collective Bargaining Agreement, and the Plan shall be used to guide evaluation of the faculty member’s performance.

This section will be removed when it no longer applies, in Fall of 2005.

E. Developmental Narrative, DN
During the first year of employment in a tenure-track position, a probationary faculty member shall write a prospective Developmental Narrative (DN) for teaching, scholarly and creative activities, and service, each not to exceed 500 words. The DN shall describe the faculty member’s professional goals, areas of interest, resources required and accomplishments (s)he expects to achieve in each of the three areas evaluated in order to meet the Department Personnel Standards for retention, tenure, and promotion. The DN will have no formal approval process, but will be reviewed by the department chair and dean, who will each provide written feedback prior to May 1st. The DN shall be included with the self-assessment narratives in the faculty member’s Portfolio that is submitted for retention review at the start of the second probationary year and in subsequent years. The DN may be revised to reflect significant changes during the probationary period.

Specific steps in the process of DN development are as follows:
(a) Before the end of the first two weeks of the fall semester, the Department chair shall consult with each newly appointed faculty member concerning appropriate faculty mentors and shall designate at least two tenured faculty members as mentors. The Department chair and the mentors shall help the new faculty member develop the DN.
(b) Within the first 6 weeks of the first semester of the probationary faculty member’s appointment, the Department Personnel Committee (DPC) shall conduct an orientation meeting with the new faculty member, and, if possible, the mentors and Department chair. At this meeting, the DPC shall distribute and discuss a set of guidelines it has developed to help the new faculty member prepare the DN and the Portfolio.
(c) The probationary faculty member may request input from members of the DPC at any time.

II. TEACHING

A. Department Responsibilities
The Chemistry and Biochemistry Department offers courses at both the undergraduate and master’s level. At the master’s level, advanced courses in specialty areas and graduate research are the principal offerings. At the undergraduate level, the department offers a sequence of lower division core courses; selected upper-division electives, and faculty directed research for the chemistry and biochemistry major. The Department also offers a number of service courses for majors in other science departments and some courses designed to meet general education requirements for students not majoring in the sciences.

B. Evaluation of Faculty
In each course taught, a faculty member shall be evaluated on his or her ability to communicate the content of that course. This includes the ability to organize and administer the course, the ability to prepare and deliver effective lectures and prepare education aids such as problem sets, synopses, computer aided instruction and audiovisual devices, and the ability to prepare appropriate course tests and supplements. In all courses, a faculty member is expected to maintain currency of course contents. Because sound student performance in core and service courses is essential to student success in subsequent science courses, a faculty member is
expected to demonstrate the ability to evaluate acceptable student performance in these courses. In evaluating teaching performance, principal emphasis will be placed upon the courses that are organized and administered primarily by the faculty member under evaluation. Lesser emphasis will be placed upon performance in laboratory or discussion sections in courses planned and/or coordinated by other faculty.

The Department considers advising and mentoring students to be an important facet of teaching. This individualized nurturing of aspiring chemists occurs in several modes:

- academic and career advising
- mentoring and role modeling
- supervising undergraduate and graduate research

All tenure-track faculty are expected to participate in one or more of these activities. Evaluation of this work shall be based on descriptions presented by the faculty member in his/her portfolio or file.

III. SCHOLARLY AND CREATIVE ACTIVITY

A. Department Responsibilities

The Chemistry and Biochemistry Department is firmly committed to the principle that good teaching is based on good scholarship. Furthermore, because the department requires student participation in research projects at both the bachelor's and master's degree levels, the department is committed to supporting active and productive research programs in which students are active participants.

B. Evaluation of Faculty

The faculty member shall be judged primarily on the ability to establish and maintain a high quality research program that encourages student involvement. This program is expected to result in publications and the acquisition of external funding. Further criteria are delineated under IV.B.4 and V.C.2.

IV. GRANTING OF TENURE

A. Eligibility

Faculty shall normally be considered for tenure during the sixth probationary year, regardless of the rank at which they were appointed. In exceptional circumstances, probationary faculty may be granted “early” tenure before the seventh year. Probationary faculty who do not receive tenure may be reappointed to probationary status for up to six years, and for a seventh terminal year in case tenure is not granted.

B. Criteria

The granting of tenure shall be based on department criteria in the areas of teaching, scholarly and creative activity, and professional, university, and community service, as elaborated below.

1. Teaching

To be granted tenure, a faculty member is required to have established a total teaching performance that is at or above the departmental standard. Teaching performance shall be judged on the basis of materials documenting course
content, organization, administration, use of teaching aids, techniques of student evaluation, grade summaries, evidence of ongoing professional development as a teacher, and the results obtained from departmentally administered student opinion forms as specified in UPS 210.000. All submitted materials concerned with teaching performance will be peer evaluated by the Departmental Personnel Committee with regard to departmental standards and teaching practices for the type and level of course documented. A probationary faculty member may request visitations by members of the Departmental Personnel Committee, the written results of which shall be added to the portfolio developed by the faculty member.

University policies mandate that summaries of all student opinion forms, individual forms and course grade distributions shall be included in the faculty member’s portfolio. The faculty member shall include additional information and evidence indicative of the quality of teaching performance. The following materials are required:

a. Copies of all course syllabi provided to students.
b. Copies of all course outlines indicating course content.
c. Representative copies of examinations and other types of evaluation devices, along with explanations of the methods of administration (take-home, open book, closed book, etc.) Each new faculty member is expected to submit copies of all examinations during the first five years of teaching.
d. Indications of student performance, such as exam averages and course grade distributions and the basis upon which grades were assigned in the course. Additional materials that may be submitted include:

i. Procedures used for administering courses.
ii. Documentation of advising and mentoring activities.
iii. Samples of lecture notes.
iv. Original assignments and problem sets.
v. Original experiments or experimental directions.
vi. Original demonstration or audiovisual materials.
vii. Original compilations of study aids from the research or teaching literature.
viii. Colleague evaluations of teaching performance.
ix. Videotapes of lectures.

2. Scholarly and Creative Activity

To be granted tenure, a faculty member is required to have established and maintained at CSUF a functioning research program in the appropriate specialty that encourages and provides for student involvement in that research. During the probationary period and as a result of on-campus research, the faculty member is required to have authored several publications in the professionally recognized, externally peer-reviewed literature. This publication criterion is satisfied most directly by research articles in journals with standards comparable to those of the American Chemical Society (for example JACS; Biochemistry). Those
evaluating the research record shall consider the quality as well as the quantity of the faculty member’s publications.

The faculty member shall address the issues of quality and quantity in his or her portfolio. In addition, the status of co-authors on publications shall be made clear in the faculty member's narrative. Student research associates and postdoctoral fellows from the faculty member's laboratory should be identified and their role in the research described. The faculty member shall describe the nature of collaborative efforts and the relative contributions by independent investigator co-authors, preferably documented by a letter from the colleague(s) involved. The absence of such clarification and/or documentation shall be viewed negatively by the DPC.

Each faculty member is expected to obtain research grants/contract support from outside (off-campus) agencies through refereed, competitive research proposals. This funding should be obtained in competition with the faculty member’s peers in chemistry, a criterion satisfied most directly by research grants or contracts from established funding agencies such as NSF, NIH, PRF, DOE, EPA, Research Corporation, the American Heart Association and the American Cancer Society. The faculty member shall clearly address his or her role in collaborative grants or grants in which there are multiple investigators. For all grants it is required that letters of funding and effective dates be included.

It is expected that external support is a continuing component of the faculty member’s research program. This is most easily satisfied by repetitive funding. However, evidence of continuing and regular requests for such support that are ranked favorably by the granting agency with respect to competing proposals shall also be given consideration.

It is also expected that each faculty member will present research accomplishments before peers at scientific meetings in the form of presentations or posters.

In the evaluation of the research portion of a file, the committee shall consider the quality of the record and whether there is evidence of continuing applications for external research funds. Also to be considered is whether the outside funding of research has led to tangible, completed results presented in a timely fashion as publications.

Other aspects of research activities that may be considered are enumerated in the section devoted to discussion of promotion to professor (V.C.). Evidence concerning those activities may be included to strengthen the file.

3. Professional, University, and Community Service

Each faculty member is expected to participate in professional activities relating to chemistry and biochemistry, such as attendance at professional meetings; seminar presentations; reviews of manuscripts or grant proposals; and/or other professional activities deemed equally valuable to the external academic and professional community.

Each faculty member is expected to provide service to the university and community, as evidenced by participation in departmental and school committee assignments; formulation of or participation in programs or institutes; service on university committees or in other university activities; and by service valuable to the community. Normally, it is not expected that a faculty member be involved extensively in university and/or community service during the probationary
period, as this is the period in which primary emphasis should be placed on establishing the required teaching and research programs.

V. PROMOTION

A. Eligibility for Promotion

Faculty shall be eligible for promotion as specified in UPS 210.000.

Promotion from one rank to another requires that the faculty member request promotion. The faculty member's request for promotion shall be in writing and filed with the Office of Faculty Affairs and Records on or before September 15. Requests for promotion or early promotion to the next highest rank are made according to the provisions of UPS 210.000.

B. Promotion to Associate Professor

Promotion to associate professor accompanies the granting of tenure. If an individual's total professional accomplishments warrant it, early promotion will be considered as provided for in UPS 210.000.

C. Promotion to Full Professor

1. Teaching

   a. The faculty member is required to have maintained a teaching performance at or above the standard on a Department-wide basis.

   b. Productive contributions are required in at least one of the following teaching-related activities:

      i. Original curriculum input and development.

      ii. Innovative teaching techniques or strategies.

      iii. Papers concerning aspects of instruction in chemistry.

      iv. Preparation of a textbook or a textbook-equivalent audio-visual or computer-assisted-learning project.

      v. Funding of a proposal that brings external funds for teaching equipment, development of teaching materials, fellowship or institutes at CSUF, fellowships for educational interaction with other institutions, or for similar activities.

   c. Productive contributions are normally required in at least one of the following areas concerning the administrative aspects of teaching:

      i. Laboratory coordinator or organizer of a senior or graduate level lab

      ii. Seminar chair.

      iii. Graduate advisor.

      iv. Library coordinator.

      v. Other similar functions.
d. Tenured Faculty are expected to be involved in student advising, mentoring, and in supervising undergraduate research.

The faculty member is expected to provide appropriate documentation for all these activities.

2. Scholarly and Creative Activity

a. The faculty member is required to maintain continuous research activity involving students, resulting in independent refereed publications in journals with standards comparable to American Chemical Society journals.

b. A funded proposal from an external granting agency (such as those listed in section IV.C) or contract is required. This proposal must be written and submitted by the faculty member after his/her appointment to Associate Professor.

c. Growth and progress in his/her research program(s) is normally required.

In addition, the faculty member's research record may be strengthened by evidence of activities such as: publication of review article(s), chapter(s) in a treatise, research monograph(s), or advanced-level textbooks, or documentation of successful contract research, technical reports or invited presentations at major meetings. The faculty member is expected to provide appropriate documentation for all these activities.

3. Professional, University, and Community Service

Tenured faculty are encouraged to provide leadership at the Departmental level and to participate in university and community activities.

Further activities of the type cited in IV.B.4 are expected. Tenured faculty are encouraged to assume leadership roles in professional organizations and to interact with neighboring industrial, educational, and research institutions or governmental agencies.

VI. Early Promotion and Early Tenure

A. General Considerations

In the event of exceptional performance by a faculty member, the Chemistry and Biochemistry Department shall attempt to secure for the individual early promotion or early tenure. This section describes the necessary but not sufficient conditions for such actions. In all cases, the faculty member is required to satisfy, on an accelerated schedule, the requirements delineated above (in sections IV, and V.) for promotion and/or tenure. All the goals specified in the Department Personnel Standards must have been met. In the case of early tenure, the objectives in the areas of teaching and scholarly and creative activities shall have been exceeded, as described below.

B. Early Tenure

The requirements in section IV.B.2. Teaching, are modified in the following manner. Total teaching performance shall be above the standard on a Department-wide basis during the probationary period considered as a whole. In addition, there shall be evidence of exceptional teaching performance, such as original assignments, experiments, demonstrations, and compilations.
Section IV. B. 3., Scholarly and creative activity is modified as follows. The faculty member shall have an exceptional record of research publications in refereed journals. The majority of the research described shall have been done entirely or nearly entirely during the residence of the faculty member at CSUF; in addition, the faculty member shall be the major contributor or senior author of the works described. Finally, clear evidence of the ability of the faculty member to maintain grant/contract support from outside agencies through refereed, competitive research proposals is required.

Documentation of professional, university, and community Service (IV. D) is required.

C. Early Promotion to Associate Professor

Early promotion to Associate Professor without early tenure can occur when all aspects of the Department Personnel Standards have been met ahead of schedule.

D. Early Promotion to Professor

The requirements of Section V.C.1, Teaching, are modified as follows. Teaching performance shall have been maintained above the standard on a department-wide basis. Documentation of activities that demonstrate exceptional teaching performance shall include materials from at least two of the areas a-d listed in V.C. as teaching-related activities.

Section V.C.2., scholarly and creative activity is modified as follows. The faculty member shall have maintained an active research program resulting in several publications in refereed journals with standards comparable to an ACS journal since the time of appointment in rank. In addition, continued funding of more than one research proposal from established, off-campus agencies such those listed in IV.B.3 shall be obtained.

Documented evidence of professional, university, and community service (IV.B.4) is required.

VII. POST TENURE REVIEW

A. The Evaluation Process

In accordance with UPS 210.020 and the MOU, every tenured faculty member is required to submit a file at regular intervals. This brief file is to be submitted by February 15 of the academic year designated for review. It shall contain student opinion surveys and grade distributions for all courses taught (including summer sessions and intersessions but excluding Chem 480, 490A,B, 495, 499, 505, 598, and 599), a brief summary of grants and publications and a summary of professional, university, and community service, including a list of committee assignments, for the entire period since the last review. In addition to brief summaries of developments in teaching, scholarly and creative activity and professional, university, and community service, there shall be a statement of self-analysis of future intentions and goals in these areas of evaluation.

Currency in the field shall be assessed in terms of teaching scholarly and creative activity, and professional, university, and community service including seminars and presentations at meetings. The criteria for promotion to full professor shall be applied in the evaluation of these files with the recognition that to the degree that the faculty member's research activity is not at a level consistent with the requirements for promotion to full professor, he/she shall be expected to carry increased responsibility in terms of innovative instruction, professional activities, service, and general student workload (advising, higher SFR's, and a more variable class schedule).
If a tenured faculty member does not turn in a file, the Personnel Committee and Chair shall write an evaluation based upon the Department's records of student opinion surveys and grade distributions and on material in the annual reports. Procedures for the evaluation shall follow UPS 210.020.

B. Evaluation Timetable

Post Tenure Evaluations shall take place in accordance with the timelines established in the MOU and/or relevant University Policy Statement(s), e.g. UPS 210.020.

The Department Personnel Committee shall review the list of scheduled Post Tenure Evaluations during the first month of the Fall semester of each year, and shall report a timetable for review to the Department Chair. The Department Chair shall notify each faculty member scheduled for review in writing.

The review schedule shall be established in accordance with the following guidelines:

A tenured faculty member who is on sabbatical or difference-in-pay leave during the year when review is scheduled shall undergo review in the subsequent year.

When a tenured Associate Professor submits a request for promotion, such a request replaces post-tenure review and resets the review clock.

A tenured faculty member on extended leave of absence need not complete a review while on leave, but shall undergo review in the year that he/she rejoins the Department Faculty.

A tenured faculty member who takes partial leave(s) of absence shall stay on the regular review cycle.

VIII. TIMETABLE FOR IMPLEMENTATION

This document shall take effect immediately upon its final approval by the University.

IX. HIRING PROCEDURES

In searching for a new faculty member the Department:

A. Conducts a complete and thorough search for applicants consistent with university guidelines for affirmative action.

B. Advertises in appropriate national and international journals and by direct communication with institutions and individuals that might suggest potential candidates.

C. Obtains a complete file on each candidate which includes a resume, graduate and undergraduate transcripts, a brief outline of prospective research, a brief outline of teaching interests, and three letters of reference speaking directly to the candidate's capability for the job and not just on the candidate's personality or character.

D. Selects at least three of the candidates for an on-campus interview. This selection shall be based upon the completed files, and the principal criterion of selection should be excellence in qualifications for the position.

E. Conducts an on-campus interview, which includes a research seminar by the candidate. This interview is designed to obtain an in-depth evaluation of the candidate's potential and qualifications while displaying the best aspects of the University and the Department. The candidate is informed of the responsibilities and duties of the position, the criteria for advancement and promotion, and the facilities and equipment available in the Department. During the interview, the candidate meets and interacts with as many faculty as possible.

F. Decides upon the offer of a position to a candidate by a majority vote of all full
time tenure-track faculty.
APPENDIX A

Personnel Committee Election Procedures

A. Eligibility

All tenured department faculty members are eligible to serve on the department personnel committee, except for those who are subject to a personnel review involving their promotion and those who recommend officially at another level of the review process.

B. Committee Composition

The Personnel Committee normally consists of four voting members and one alternate. In order to recommend on promotions to Full Professor, the Committee membership (with alternate) must include three full professors. The alternate shall become a full voting member of the Personnel committee, i.e., he or she evaluates files and votes recommendations, when the voting membership is reduced below four members on a permanent basis for the remainder of the academic year. Temporary vacancies on the committee created by the disqualification of a member on a particular case shall be filled by the alternate only if the voting membership is reduced below three members. If the participation of the alternate can be anticipated, the alternate may be invited to attend meetings at the discretion of the Committee. If the alternate becomes a permanent voting member of the Committee, a new alternate shall be elected by the Department within ten academic working days.

C. Balloting Process

Election to the Committee as a regular member or as an alternate requires at least a 50 percent vote of those casting valid and non abstaining ballots in the election. The first ballot shall include the names of all eligible faculty who have not previously declined to be listed. Seats on the Committee shall be filled in order of decreasing vote totals as long as the 50 percent requirement is met.

If additional ballots are required, the procedure is as follows:

Each subsequent ballot shall use the results of the immediately preceding ballot:

1. The names on the run-off ballot shall only be those two unsuccessful candidates who receive the larger vote totals from the preceding ballot or more in case of ties).

2. The number of candidates in any run-off shall generally be one more than the total number of seats left to be filled. This number shall only be increased when required by tie votes in the preceding ballot.

3. Two consecutive identical ballots shall be considered a deadlock. In the case of a deadlock that is not a tie, the faculty member with a plurality will be selected as the alternate. In the case of a tie, a coin flip shall decide the alternate.

Note: Because of rules 1 and 2, rule 3 can only happen at the end of the process; i.e., the election of the alternate.

Balloting shall be completed during the first week of classes of the fall term. Ballots shall be counted by the Department Chair, the previous Department Chair (or, if unavailable, the Chair of the outgoing Personnel Committee), and the Department Secretary. These individuals shall announce the names of those elected as voting Committee members and as alternate, but the vote count shall remain confidential.
APPENDIX B

A. The first seven questions on the student opinion questionnaires are relevant to effective
teaching and shall be utilized in evaluating teaching effectiveness.

B. All courses shall be included in one of two categories: Category I. Beginning courses
(115, 120A, B, 125, 210) and Category II. All other courses.

C. For Category I 60% of A and B ratings shall be considered satisfactory (or adequate)
and 85% of A and B ratings with 50% A ratings shall be considered outstanding.
For Category II 65% of A and B ratings shall be considered satisfactory (or adequate)
and 85% of A and B ratings with 50% A ratings shall be considered outstanding.

Interpretation of Mean Scores From Student Evaluations

Computer summaries of data from student evaluations provide instructor mean scores for
eight questions. The Chemistry and Biochemistry Department suggests that the following
guidelines be used in interpreting these mean scores.

1. Mean scores for individuals should not be compared with the department-wide mean
scores which appear on each computer print-out because:

   a. they deal with only one semester and do not consider sufficient historical data,

   b. they make no distinction between full-time and part-time instructors, and,

   c. they do not consider differences between types of courses.

2. Standard deviations quoted for department-wide mean scores are not a reasonable
measure of variance. Although standard deviations of mean scores for an individual do
provide a measure of the variance of student opinion for that instructor, standard
deviations should not be applied to a collection of instructors since a single quantity
clearly is not being measured.

3. Instructor mean scores for Question #7 (Overall Performance of Instructor) from each
course should be compared with mean scores received by other full-time faculty in similar
courses. Attached are five categories of similar courses. For each category, the
Chemistry and Biochemistry Department Personnel Committee has listed the range of
mean scores for Question #7 which encompass the central 50% of scores received by all
full-time Chemistry faculty for eight semesters from fall of 1976 to spring 1980. Thus,
mean scores falling below this range rank in the lower 25% of means received while
scores above the range rank in the upper 25%.

4. Instructor mean scores for other Questions should be compared to that instructor's mean
score for Question #7. Averaged over the entire population of instructors, mean scores
for other questions do not differ greatly from similar mean scores for question #7.
However, significant differences are sometimes observed for an individual instructor. For
example, an instructor may receive a much higher mean score in "Preparation for
Lectures" than in "Overall Performances". In addition, an instructor may receive a very
high mean score in "Stimulation to Think Independently" but relatively lower scores in
"Overall Performance". In cases where such differences are large, it is strongly
recommended that specific questions (#1-6) as well as the more general question (#7)
be considered in evaluating an instructor's performance.

5. In the fall of every fourth year, (1992, 1996, 2000---) the range encompassing the central
50% of mean scores received by full-time Chemistry Faculty for Question #7 for each of
the five categories of courses will be developed for the previous academic year (fall and
spring) to see if the range has changed. Revisions to these ranges will be made if
appropriate.
Chemistry Department Mean Scores

RANGE OF MEAN Scores for MIDDLE FIFTY PERCENT (Question #7) *

COURSE CATEGORY

I. General Education Courses
   100
   111
   311
   321

II. Beginning Courses
   115
   120A,B
   125
   210

III. Intermediate Courses
   301A,B
   305
   361A,B
   315
   325
   335
   421A,B
   423A,B

IV. Graduate and Advanced Courses
   431
   435
   436
   450
   477
   480

V. Laboratory Courses
   100L
   302
   316
   306A,B
   355
   422
   472A,B

   | 120A,BL

* Ranges encompassing the central 50% of mean scores received by full-time Chemistry Faculty for Question #7 (Overall Performance of Instructor) during eight semesters from fall, 1976 to spring, 1980. Mean scores falling below the range are, therefore, among the lower 25% of scores received while mean scores above the range rank in the upper 25% of scores received.
### APPENDIX C

**Guidelines for Interpretation of GPA's of Chemistry Courses**

<table>
<thead>
<tr>
<th>COURSE CATEGORY</th>
<th>NORMAL EXPECTED RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division (non-G.E.)</td>
<td>(1.8-2.6)</td>
</tr>
<tr>
<td>General Education</td>
<td>(2.0-3.0)</td>
</tr>
<tr>
<td>Upper Division (300 Level Lectures)</td>
<td>(2.0-3.0)</td>
</tr>
<tr>
<td>Upper Division (400 Level Lectures)</td>
<td>(2.2-3.2)</td>
</tr>
<tr>
<td>Graduate courses, and all Upper Division Labs, and Chem 210</td>
<td>(2.5-3.5)</td>
</tr>
<tr>
<td>Seminar, Independent Study</td>
<td>(2.5-4.0)</td>
</tr>
</tbody>
</table>

*Policy Statement*

Grading in courses taught by Department faculty is expected to follow a consistent pattern falling within the indicated Normal Expected Range for the specified course categories. However, it is recognized that occasionally the grading in a course may justifiably fall outside of this range. In such cases, a brief explanation should be provided with the documentation of grade summaries in the faculty member's Portfolio or file.