

## **Sonoma State University, Department of Chemistry Reappointment, Tenure and Promotion (RTP) Criteria (Approved by the Department of Chemistry May 12, 2020) Effective Fall 2023**

The following criteria are used in the evaluation of candidates for reappointment, tenure, and promotion (RTP) in the Department of Chemistry. For procedures related to submission of materials, schedule of review for RTP, candidates should consult the current University RTP policy.

The Chemistry Department regards excellence in teaching, scholarship and research activities, and service as important contributions to RTP candidacy and expects to see documented growth in all areas to receive tenure and/or promotion.

### **I. Evaluation of Teaching Effectiveness**

The Department of Chemistry expects that the full record of a candidate's teaching effectiveness demonstrates thoughtful engagement in effective pedagogy that facilitates student achievement of learning objectives appropriate for the classes being taught. The Department further expects that candidates reassess their teaching strategies and strive to improve their teaching effectiveness in response to feedback provided in peer, student, and Department RTP committee evaluations. The candidate's self-assessment of teaching effectiveness should address these expectations explicitly as well as changes made by the candidate in response to any suggestions for improvement in past reviews.

#### ***A. Expectations for Tenure and Promotion to Associate Professor***

1. Peer observations performed during the period of evaluation should show that the candidate conducts effective classroom activities, including effective instructional techniques, appropriate response to student questions and approaches which encourage active involvement of students in the classroom. The peer observation is based on visit(s) to lecture/lab by the observer and examination of the course syllabus and other course material, and Learning Management System (LMS) site. In addition, peer observations will examine other aspects of the candidate's teaching, including for example: appropriate selection of course material; effective laboratory activities; and appropriate use of technology. Following the completion of the evaluation, the candidate or evaluator may request a meeting to discuss the contents of the evaluation. The candidate should show evidence of growth and dedication to staying current regarding teaching techniques and materials.
2. The committee recognizes the potential for unconscious bias in student

evaluations. Therefore, candidates should thoughtfully review and reflect on student evaluations and identify areas of strength and potential areas of growth.

3. Candidates should be involved in teaching a variety of classes as appropriate to the department's needs, e.g., GE, lower-division, upper-division courses, capstone and elective courses.
4. Candidates should demonstrate how they work effectively with students outside of the classroom, including office hours.
5. Candidates should demonstrate effective team and collaborative work with department members.
6. Candidates should demonstrate efforts to make their classrooms an inclusive environment for all learners.
7. Mentorship of students is an important aspect of the candidate's responsibility. It should be clear that the candidate has mentored students in research activities and in making career path decisions.

### ***B. Expectations for Promotion to Professor***

1. Continued observations of teaching effectiveness by peers indicating the candidate provides rigorous up-to-date content, delivered in an articulate and accessible fashion.
2. Continued evidence of achievement of thoughtful engagement and growth in the development of effective pedagogy.
3. Continued teaching of courses across the curriculum.
4. Continued mentoring undergraduate students.
5. Demonstration of leadership in strengthening department curriculum and effective team and collaborative work with department members.

## **II. Evaluation of Scholarship, Research, Creative Achievement and Professional Development**

The Department expects that candidates will have established a research program and identity by demonstration in the following areas: peer-reviewed publications, conference contributions (talks), sustained efforts to obtain internal and external funding to support their research, and serving as research mentors for undergraduate SSU students.

In accordance with the CBA, for promotion to Associate and Full Professor, candidates

may be asked to provide the Department RTP Committee with the names of three to five non-SSU scientists who are familiar with their scholarly activities. This request will be important in cases where expertise in the candidate's field of research/scholarship is lacking in the RTP committee. 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 necessitate 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.

The RTP Committee, with approval by the candidate and President, may request written comments from these individuals on the quality of such activities described.

***A. Expectations for Tenure and Promotion to Associate Professor*** The Department defines professional development as scholarship, research, creative achievement, and continuing education. Some professional development activities may be considered under other criteria as well, such as teaching effectiveness or service to the University or to the community. Activities in professional development should be an active part of a candidates' progress from the beginning of their careers, although the nature and scope of those activities may change with time.

The Chemistry Department expects all candidates to have established an on-going scholarship and research component that involves SSU undergraduate students. Candidates must also participate in chemistry research courses by directly teaching the course, taking students into their research labs, and attending and participating in department group meetings. When possible, candidates should attend and participate in department seminars and department research meetings.

The following indicators will be used to evaluate the effectiveness of the candidate's work in the area of scholarship, research and professional development.

1. The candidate should establish an on-going research program and develop a scholarly identity, which involves work with SSU chemistry majors. Aspects of this work may take place at other universities or non-academic institutions. However, the bulk of this work should take place in SSU laboratories.
2. Two articles published or accepted for publication in peer-reviewed journals, at least **1** of which is based on research conducted since the candidate's appointment at SSU, and includes SSU undergraduate Chemistry and Biochemistry students.
3. Candidates should attend conferences in their field, present their work (talks and posters), and at other academic institutions. Candidates should also encourage and support students to present their research at meetings. Student

presentations can be at a local (e.g., the SSU Research Symposium, Northern California ACS undergraduate research meeting, CSUPERB, etc.), national (e.g., Regional or National ACS meetings, FASEB, etc.) or even international level.

4. Candidates should show continuing efforts to secure funding to support their research and work with SSU students or to support course or laboratory development. Grant-seeking activity may include on-campus sources such as the RSCAP program. Candidates may also turn to collaborative partnerships with local non-academic institutions to support that research. Candidates should show evidence of seeking outside funding and growth and improvement in proposal writing over the probationary period.

Although each candidate's trajectory for achieving these standards will vary, the Department RTP Committee will require evidence of progress throughout the probationary period. By the end of the third probationary year (including service credit, if granted), the Committee expects that the candidate will have made substantial progress in each of the areas listed above.

### ***B. Expectations for Promotion to Professor***

1. An additional 2 articles published or accepted for publication, in peer-reviewed journals, or 1 article published and one externally funded grant between tenure and promotion to full. This work should be done as part of the research established at SSU and should have SSU student co-authors.

2. Continued effort to maintain the trajectory of a research program that includes undergraduate students as evidenced by attending conferences, giving talks, and supporting student poster presentations at such meetings.

3. Continued and active participation in the research courses in the department (e.g., CHEM 315/316/494).

4. Continued efforts to obtain external funding to support research in their lab and/or courses/research in the department. This could include writing proposals for grants to purchase large instruments that benefit and advance the department. At this point, candidates should be showing growth and development in writing proposals for major external funding agencies.

### **III. Evaluation of Service to the University**

In addition to the review criteria listed in the University RTP Policy under service to the

University, the Department requires that each faculty member share the work of running the Department by serving on departmental committees, advising undergraduates, and coordinating departmental activities as necessary. New faculty are not expected to be involved fully in departmental work and student advising in their first year of service, but they are expected to have a record of full participation in Department and University service by the time they apply for tenure.

***A. Expectations for Tenure and Promotion to Associate Professor***

1. Demonstrate a record of active engagement in department service. The department expects probationary faculty to engage in department activities. Specific examples include: participating in revising policies, developing process documentation, and supporting departmental initiatives.
2. We recognize advising is an essential aspect of university service and expect faculty to contribute to the advising and mentorship of students.
3. Candidates are encouraged to participate in school and university governance committees during their probationary period. However, evaluation of service will be largely based on the needs of the department, school, and university.
4. Candidates should demonstrate involvement in outreach to the community in some form.

***B. Expectations for Promotion to Professor***

1. Continued participation in and service on Departmental activities and committees, School or University committees, and demonstration of initiative and leadership as a department member.
2. Continued effective advising in the major in accordance with the list of suggestions above.
3. Evidence of participation in and leadership of activities that benefit the SSU and wider community.

Approved May 12, 2020

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