

I. Department of Chemistry RTP Procedures.

This document, prepared by the Department Committee for Review, Tenure and Promotion and approved by the Chemistry Department on November 25, 2008, provides guidance to candidates for reappointment, tenure and promotion. The document is divided into two sections: I. RTP Procedures which describes procedural requirements by the candidate and the departmental RTP committee; and II. Evaluation Criteria which describes the criteria by which candidates will be evaluated. Both policies and criteria are intended to conform with general University policy.

RTP Procedures.

The Department follows the procedures described in the SSU document entitled "Reappointment, Tenure, and Promotion Procedures, Criteria, and Standards for Tenured and Probationary Faculty" (policy #1995-2), effective July 2, 2008 (<http://www.sonoma.edu/uaffairs/policies/rtp.htm>). In addition to those procedures the Chemistry Department requires the following from each candidate and the Departmental RTP committee. Section a) describes the candidate's responsibilities for providing documentation of his or her accomplishments in the area of teaching, research and scholarship, and service. Section b) describes the candidate's responsibilities in preparation of the annual RTP review document. Section c) describes the generation of the Working Personnel Action File (WPAF), which is the responsibility of the departmental RTP Committee.

In their first probationary year, candidates will write a self-expectation guideline based on the university and department criteria. This should be done with the consult of the departmental RTP committee and/or the department Chair.

a) Collection of material in the candidate's WPAF All untenured faculty members, and those seeking promotion, must maintain a collection of material providing evidence of his or her accomplishments in the areas of Teaching, Scholarship and Research, Service to the University, and Service to the Community. This collection is called the "Working Personnel Action File," or WPAF, in the University policy statements. The Chemistry Department will refer to this collection as the candidate's "RTP binder." The RTP binder provides the evidence from which RTP recommendations are supported.

This material will be collected by the candidate in a three-ring binder with divisions for the four review areas. The collected material associated with the current review will sub-divided into the four areas of evaluation (*vide infra*) and be placed at the beginning of the binder. Material from past RTP cycles is to be placed in separate sections behind the current materials in the binder. The candidate is free to add whatever material she or he thinks is relevant. Candidates have one week to reply, if they choose to, to material added by others to their WPAF. Candidates should consult the university policy for more particular information on addition of material to the RTP binder. The department RTP committee recommends that each candidate pay particular attention to the timely organization of his or her RTP binder.

Each year the university publishes a date by which each WPAF is closed to further addition of material (*vide infra*). However, department RTP committees may choose an earlier closing date. The chemistry department closing date is **7 days prior** to the university date.

The candidate's RTP binder should be divided into the sections listed below. The first page of each major section should contain an index to materials pertaining to the current RTP cycle. This organization and index will help RTP committee members as they write the candidate's evaluation document.

1. Teaching - list of classes taught and number of students enrolled, letters of evaluation by colleagues (peer evaluations), evaluation data from students (both comments and numerical data), and other evidence of accomplishments in teaching. A self-assessment/evaluation of the candidate's teaching should also be included. This narrative should follow the guidelines in section 4b-iii below.
2. Scholarship and Research - copies of published papers, submitted papers, papers in press, evidence of public presentation, evidence showing activity in seeking funding, letters from colleagues regarding scholarly efforts and other evidence relating to this area. A self-assessment/evaluation of the candidate's scholarship and research should also be included, using the guidelines in section 4b-iii below.
3. Service to the university – evidence of service to the university, letters from committee chairs regarding service on campus committees or other campus initiatives. A self-assessment/evaluation of university service should be included, using the guidelines in section 4b-iii below.
4. Service to the community – evidence of service to the community, including evidence of involvement in professional or civic capacities.

b) Candidate's responsibilities in the preparation of RTP documents: Each candidate has the responsibility to submit the following three items to the Chair of the Department RTP committee. These items must be submitted prior to the department closing date; this date is defined in section a) above as one week prior to the published University closing date.

- i) A current CV prepared in a professionally acceptable manner. This document will become part of the candidate's RTP evaluation document.
- ii) A current Self-evaluation. This document is inserted into the candidate's RTP evaluation document each cycle. A well-written narrative describing the candidate's achievements in the three primary areas under review (Teaching, Scholarship and Research and Service to the University). The candidate should carefully describe his or her achievements and their significance. All candidates should report, each RTP cycle, on their plans for professional development and research over the upcoming RTP cycle.

Candidates should cite evidence contained in the WPAF. The department RTP committee will use this narrative to construct the RTP document. The length of this narrative should be in keeping with the length limitations imposed by university policy for the particular probationary year under review.

c) The Working Personnel Action File (WPAF): The following section is an abbreviated and slightly modified version of section 1.C.3.a-e from the "Sonoma State University Policy: Reappointment, Tenure and Promotion Procedures, Criteria and Standards for Tenured and Probationary Faculty" document (found at <http://www.sonoma.edu/aa/fa/rtp.shtml>). The WPAF contains all documents and materials that are to be forwarded to school/campus RTP committees. It is the responsibility of the departmental RTP committee to organize and accumulate the items in this file (many of which are found in the candidates WPAF binder). **Ten** copies of the WPAF are to be fastened with two-pronged fasteners at the top to be forwarded. This file is to contain the following items:

1. "Record of Action Taken" form: This form is generated by the faculty affairs office and is available from the Departmental office. The top section of this form is to be filled out by the Departmental RTP committee and signed by the Chair of the committee and the candidate.
2. "Chemistry Department RTP Committee Recommendation and Signature Sheet": This form is to be signed by the entire departmental RTP committee and the candidate and includes a brief synopsis of the reasoning behind the decision.
3. An updated Curriculum Vitae.
4. The departmental RTP evaluation document (no longer than 10 pages): The contents and format of this document are described in the "Sonoma State University Policy: Reappointment, Tenure and Promotion Procedures, Criteria and Standards for Tenured and Probationary Faculty", section 1.C.c (policy #1995-2).
5. Attachments:
 - a. Departmental Criteria (this document).
 - b. Department Chair Report (if any). (I.F.2.a-c)*
 - c. Self-assessment of Teaching and Professional Activity. (I.C.3.b.ii and II.B.2.c)*
 - d. Peer Observations of Teaching (two). (I.C.3.b.iii and II.B.2.a)*
 - e. Summaries of Student Evaluations (two student evaluations from two courses). (I.C.3.b.iv and II.B.2.b)*
 - f. Transcriptions of Student Written Comments. (II.B.2.b.i)*
 - g. Location and Index of Materials available for examination. (I.C.3.c)* This can be the "Table of Contents" from the candidate's PAF and a page indicating the location of the WPAF.
 - h. Additional Attachments, if any (I.C.3.b.v-vi, I.F.3.b, I.F.4.b)*

- i Letter of Appointment and Letter(s) or Reappointment (I.C.3.a.iv)*.
- j. Previous Evaluation Documents (I.C.3.f, D.3, F.2.c)*. For reappointment and tenure candidates, include all previous SSU evaluation documents (the back sections in the PAF binder).

* refers to the sections in the "Sonoma State University Policy: Reappointment, Tenure and Promotion Procedures, Criteria and Standards for Tenured and Probationary Faculty".

The schedule and deadlines for the RTP process can be found online at <http://www.sonoma.edu/aa/fa> or in section 1.D.3-5 of the "Sonoma State University Policy: Reappointment, Tenure and Promotion Procedures, Criteria and Standards for Tenured and Probationary Faculty" document.

II. Department of Chemistry RTP Criteria

As required by University policy, the Chemistry Department evaluates candidates on his or her teaching, scholarship, service to the university and service to the community. The Chemistry Department regards teaching excellence and effective scholarly and research activities as most important. An adequate record of service to the university is important and expected. Community service will also be considered positively.

The Chemistry Department is guided by university policy in collection and evaluation of evidence of teaching effectiveness, scholarship and research, and service to the university and community.

Expectations for Teaching Performance

The Chemistry Department expects all candidates for tenure to have established a record of effective teaching. The following indicators will be used to evaluate the effectiveness of the candidate's teaching.

1. Peer evaluations performed during the period of evaluation should show that the candidate conducts effective classroom activities, including effective lecturing techniques, appropriate response to student questions and approaches which encourage active involvement of students in the classroom. This evaluation should be based on at least two visits to lecture/lab by the evaluator and perusal of the course syllabus and, possibly, exams/quizzes. In addition, peer evaluations should 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 may request to meet with the peer evaluator to discuss the contents of the evaluation.

2. Student evaluations should show, on average, that students regard the candidate as an effective teacher. Further, candidates should show that they have addressed areas of weakness, which may be raised in student evaluations.
3. Candidates should be involved in teaching a variety of classes as appropriate to the department's needs, e.g., GE, lower-division and upper-division courses.
4. Candidates should show evidence of meeting office hours and working effectively with students outside of the classroom.
5. Effective team or collaborative teaching will also be evaluated as it is likely that the candidate's expertise will enhance the quality of courses not directly assigned to the candidate.
6. 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.

Expectations for Scholarship, Research, and Professional Development

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 for tenure to have established an on-going scholarship and research component, which involves SSU undergraduate students. The level of departmental expectation in this regard is, however, highly dependent on the candidate having reasonable departmental and school support. For example, the candidate should have reasonable teaching loads, appropriate space, ample opportunity/time to secure funds and allowed reasonable access to existing funds and facilities.

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

1. The candidate should establish an on-going research program, 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, or in other academic or research settings.
2. Scholarly work may result in refereed publication, presentation and/or participation at professional meetings, student presentations, reviews or other ways in which scholarly

work can be publicly shared. Candidates for tenure and promotion should make efforts to publish or make known their research.

Proper evaluation of research activity is of paramount importance since there are often times no simple or standard criteria by which research can be judged. The goal of this work is to train undergraduate students in the activity of laboratory research. Unlike the laboratory activities associated with most Chemistry courses, this endeavor needs to be novel and designed for possible publication in acceptable, peer-reviewed journals. It is generally understood that the nature of research indicates that not all activities will result in publication and that timely publication is not always possible. Therefore, if no clear, tangible evidence of research activity/productivity is available then an evaluation of the inherent scholarship of this research needs to be undertaken by the Departmental RTP committee. The committee may choose to recruit outside help (researchers at other institutions with the proper expertise) for help in making this evaluation.

3. Candidates should show continuing efforts to secure funding to support their research and work with SSU students or to support course or laboratory development. Successful grants activity may include on-campus sources such as the RSCAP program, which supports the efforts of junior faculty. Candidates may also turn to collaborative partnerships with local non-academic institutions to support that research.

4. It is strongly recommended that candidates undergoing tenure evaluation consider presenting their research in a Departmental seminar within 6 months of submission of the RTP documents. This seminar should be open to and attended by Chemistry students, other faculty and the RTP committee. Tenure candidates are also strongly encouraged to present their research at meetings and/or other institutions, especially if this provides the opportunity for the RTP committee to solicit expert opinions from talk attendees as to the quality and/or novelty of the work. These activities will be especially important if tangible evidence of productivity is lacking.

5. There is the general expectation that the research being carried out by the candidate involves undergraduate students and will result in eventual publication. For the evaluation of tenure it is expected that the amount and quality of work performed be equivalent to at least two publications in acceptable, peer-reviewed journals. In cases where actual publications are lacking, it will be important for the RTP committee, possibly with outside assistance, to make this evaluation.

Expectations for Service to the University and Community

The Department requires that each faculty member share the work of running of the Department by serving on departmental committees, being responsible for departmental equipment and facilities, advising students, and coordinating departmental activities as necessary.

1. Chemistry faculty members in their first year are not expected to share fully in committee work and student advising. They should, however, begin to contribute to

Departmental functions by joining appropriate departmental committees and they should familiarize themselves with the operations of the School and University.

2. 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.

3. We recognize advising is an essential aspect of university service. Examples of faculty contributions to the advising process include but are not limited too:

- a. department advising
- b. development of expertise in advising
- c. participation in advising training programs
- d. developing advising protocols and materials
- e. organizing or participating in group advising sessions
- f. participating in university wide advising programs
- g. participation in summer or weekend advising programs such as SeaWolf Day or summer orientation
- h. training new faculty

4. Candidates should show a record of some involvement in outreach to the community. Outreach activities could include student recruitment, establishing internships with local non-academic institutions or other forms of professional involvement with the community.

5. Candidates may establish a record of service to the community through their active involvement in a variety of community organizations. Of course, candidates can also serve the community in professional capacities like consultancies.