

REAPPOINTMENT, TENURE AND PROMOTION AT SDSU

Information for Candidates
Office of Faculty Advancement
For the AY 2024 - 2025 cycle



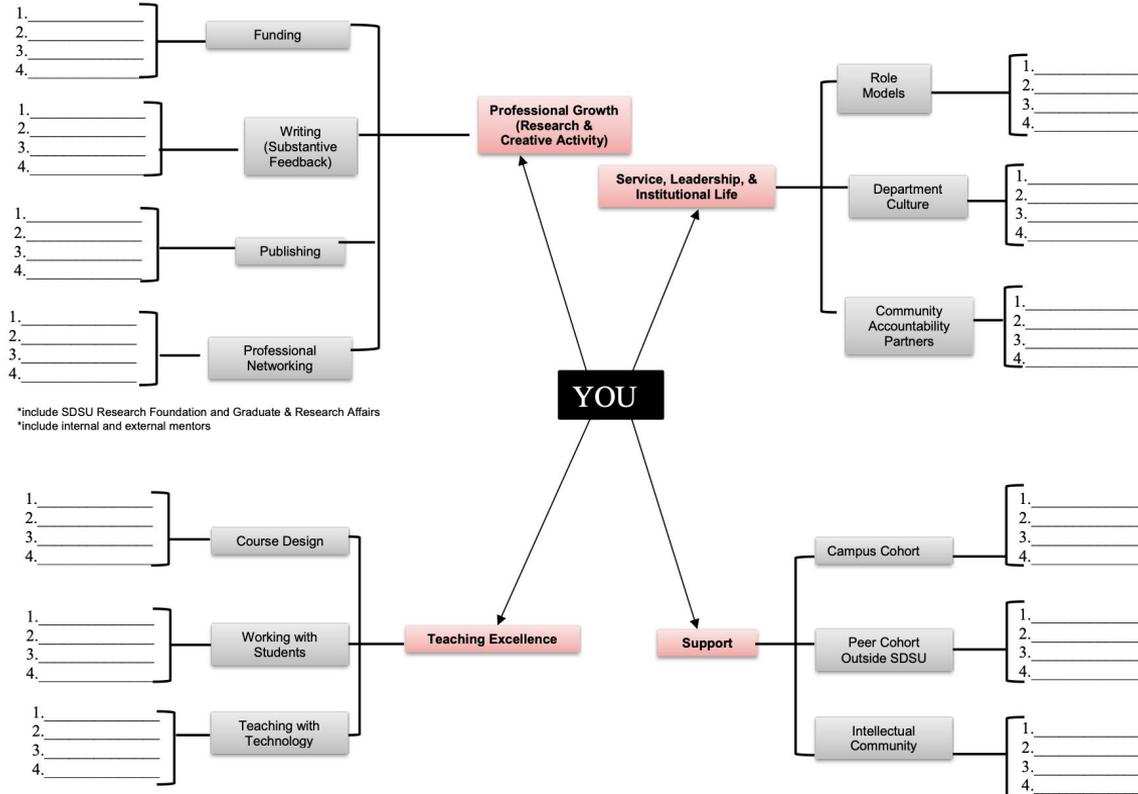


First things first

- Are you checking your email after 5 p.m. or on weekends?
- Do you have at least 20% of your calendar held for your professional growth / RSCA?
- Are you holding 1:1s with students to 20 minutes, and grouping them whenever possible?
- Do you have a mentor map?
- Do you have an accountability / writing group?
- Have you claimed your NCFDD membership?



MENTOR MAP



*include SDSU Research Foundation and Graduate & Research Affairs
 *include internal and external mentors

*include SDSU Center for Teaching & Learning and Institutional Technology Services



RTP @ SDSU Data

Published annually; available [here](#).

SUMMARY OF PROMOTION DATA Effective 2022/2023 & 2023/2024 (Evaluation Cycles 2021/2022 & 2022/2023, respectively)

		Arts & Letters		Fowler College of Business		Education		Engineering		Health & Human Services		Imperial Valley Campus ¹		Library		Professional Studies & Fine Arts		Sciences		Student Affairs		Total (All Colleges)		
		2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	
Promoted and/or Receiving Tenure	Assistant Professor	6	3	2	2	4	7	5	7	8	8	0	1	1	0	6	4	5	4	N/A	N/A	37	36	
	Associate Professor	4	6	4	3	2	2	2	1	3	3	0	0	1	1	4	7	12	5	N/A	N/A	32	28	
	SSPAR II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total per College	10	9	6	5	6	9	7	8	11	11	0	1	2	1	10	11	17	9	0	0	69	64	
Percentage of Applicants Promoted and/or Receiving Tenure	Assistant Professor	100%	100%	100%	100%	100%	88%	100%	100%	100%	100%	0%	100%	100%	N/A	100%	100%	100%	100%	N/A	N/A	97%	97%	
	Associate Professor	100%	100%	100%	100%	100%	100%	67%	100%	60%	100%	N/A	N/A	100%	100%	100%	100%	92%	100%	N/A	N/A	89%	100%	
	SSPAR II	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

¹ Candidates who hold joint appointments are only counted once.

² Faculty reported as eligible include all assistant and associate professors, senior assistant librarians and associate librarians, and SSPARs.

³ Librarians and SSPARs are not evaluated for tenure and promotion by UPTRP.



Should I go up? (1 of 2)

1.2. Probationary Period

1.2.1. The normal probationary period shall be **six** years of full-time probationary service. Probationary faculty may apply for tenure prior to the final year of the probationary period if the faculty employee believes they have satisfied the criteria for tenure.

1.3.1. A tenured faculty employee shall normally be considered for promotion after having served four years in the same rank or classification, although upon application, a faculty employee may be considered for promotion to Professor, Librarian equivalent, or SSP-AR Level III before serving this full period.

If you are seeking tenure and promotion before the end of the “normal” six-year probationary period , please provide evidence-based rationale as to why you should not be expected to complete a “normal” term of service--i.e., you served a number of years in rank as an assistant professor at a prior institution; you were awarded service credit in your appointment letter; etc.





Should I go up? (2 of 2)

For instructional faculty specifically, university-level reviewers look for evidence of multiple semesters of teaching experience at all levels—lower division, upper division, graduate (if available). If you have solid rationale for going up before the end of the “normal” six-year probationary period --ie., prior tenure-track appointment, service credit awarded—please include a full six semesters of teaching evidence and late add your Fall semester student feedback surveys.



PREPARING FOR AY 24 - 25 REVIEW

1. Request external review if required or desired (preferably in Spring prior, but can be late added)--do not contact reviewers yourself; process guide is [here](#).
2. Visit fa.sdsu.edu to review timelines (published July)
3. Request peer observation (recommended; may be required by your academic unit)
4. Assemble required materials in PDF format
5. Draft your PDS statements and share for feedback, ideally with a colleague outside your field
6. Prepare response / rebuttals to student feedback surveys, if any
7. Upload your packet





KEY CANDIDATE DEADLINES

WPAF Submission Deadline. All candidates undergoing a performance review for reappointment, tenure, and/or promotion must submit the completed Working Personnel Action File (WPAF) via Interfolio by this date.



typically late
Sept.

WPAF Closing Date. Department chair/school director or peer review committee member must complete validation by this date and before the department evaluation process begins. Departments are responsible for ensuring that the WPAF is properly validated by using the university *Validation Check Sheet for the WPAF*, as well as any other relevant college and departmental policies. WPAFs can be released to the department level of review to begin the performance review process as soon as the validation process is complete. *****Note: Candidates must address corrections or omissions by the closing date.**



typically
early Oct.





Resources: fa.sdsu.edu

— Performance Reviews: Information for Candidates

- [Candidate Guide to Interfolio RTP](#)
- [Candidate Guide to Interfolio RTP - Library](#)
- [Candidate Guide to Interfolio RTP - Student Affairs](#)
- [CV Template & Instructions](#)
- [CV Template & Instructions - Library](#)
- [Instructions for Downloading Student Feedback Surveys \(formerly known as Student Evaluations\) from WebPortal](#)
- [Peer Observation](#)
- [PDS Form](#)
- [PDS Form - Library](#)
- [PDS Form - Student Affairs](#)
- [Sample Teaching Effectiveness Statement](#)
- [Sample Professional Growth Statement](#)
- [Sample Response/Rebuttal Letter to Reviewers](#)
- [Response/Rebuttal Instructions for Student Feedback Surveys](#)
- [Suggestions for Teaching Effectiveness Criteria-Candidates \(Senate Criteria\)](#)
- [PDF - Spring 2023 RTP Candidate Workshop](#)
- [VIDEO - Spring 2023 RTP Candidate Workshop](#)
- [VIDEO - Fall 2022 RTP Candidate Workshop](#)
- [Interfolio Help - Candidates](#)





PDS Components for Instructional Faculty



Teaching Effectiveness Statement

Demonstrate how you meet the criteria, using evidence in your WPAF–significant items, course listing table, syllabi, exams, assignments, awards, peer observations, etc.

Remember that the criteria prioritize continuing reflection and adjustment of your teaching over time. Be sure your statement includes an account of how you have grown as a teacher since appointment / your last promotion.



Criteria: Teaching Effectiveness

The Senate Policy File indicates *“criteria for evaluating teaching effectiveness may include: command of the subject and currency in the field; skill in organizing and presenting material in ways that engage and motivate diverse student populations to participate in their own learning; ability to foster critical thinking; integration of professional growth into the curriculum; reflection upon and adjustment of teaching strategies in response to assessment of student learning; and use of innovative or creative pedagogies”* and encourages faculty to demonstrate a *“continuing process of reflection and adjustment intended to promote a learner-centered and evidence-based approach to teaching effectiveness.”*



Professional Growth Statement

Demonstrate how you meet the criteria, using evidence in your WPAF–significant items, items on your c.v., etc.

Write for a broad academic audience; avoid jargon.

Remember: university level reviewers will be from a range of colleges / disciplines.

If you have any significant gaps in productivity, address them directly, whether they are the result of COVID delays, or illness, or family responsibilities, or a change in your research agenda, or longer-latency community-based research, etc.



Criteria: Professional Growth



The Senate Policy File indicates *“Criteria for evaluating professional growth shall include significant and sustained contributions of high quality to the field; a well-developed, coherent, and focused research plan or artistic vision; originality of thought and creativity; a demonstrated capacity for independent intellectual progress; and innovative contributions to the body of knowledge.”*



Criteria: Professor

- 4.0 Standards for promotion to the rank of Professor shall be demonstrated by a cumulative record of excellence in teaching effectiveness, professional growth, and service beyond that which is required for promotion to Associate Professor. Candidates for promotion to Professor must demonstrate superior contributions to teaching effectiveness, such as devising and/or adopting innovative and effective teaching tools, approaches and curricula, engaging in substantive program assessment, serving on university or professional curriculum committees, and/or receiving recognition for teaching excellence. Candidates for promotion to Professor also shall provide evidence of a strong and coherent program of continuous professional growth that demonstrates their expertise in a particular field or area and impact of their work upon the body of knowledge. A higher level of service and participation in shared governance is expected and more weight shall be given to them for promotion to the rank of Professor.

If you are going up for “full,” try to answer the question “why now?”





PDS Components for Library Faculty





Library Service Effectiveness

The University Senate Policy File indicates “...excellence in library service. Effectiveness of librarianship shall be measured by the expertise demonstrated in assigned areas of responsibility, including but not limited to the following: reference service or cataloging skills; knowledge of a subject and its bibliographical resources; library instructional abilities; knowledge and skill in utilizing automation or electronic media in libraries; effective managerial skills; insight and sensitivity to diverse student populations; intellectual integrity; critical thinking; and integration of professional growth. Effectiveness of librarianship shall be evaluated by peer observation supplemented by student evaluations or other forms of review, and evidence of effectiveness may include honors and distinctions received for excellence in librarianship, contributions to the campus instructional program, research assistance, and support of a diverse student population.”

- 📁 Narrate your work in library service, and describe how you have met these criteria, using achievements documented in your WPAF and focusing on up to five (5) significant items (which may include and are not limited to: demonstrated expertise in library services; demonstrations of functional expertise; command of subject areas; etc.) included in your dossier that represent your efforts during your probationary period[1] or, (for faculty seeking promotion to Librarian) since last promotion. Please note: a significant item represents one accomplishment, not a "group" of accomplishments.

(Maximum 2 pages)



Professional Growth

The University Senate Policy File indicates *"Continuous growth in librarianship, professional research, scholarship, or creative activity that complements and strengthens one's ability to carry out library service shall be essential to the effectiveness of library faculty employees, to their own professional stature, and the stature of the university. Evidence of this growth shall include publications of merit; presentation of professional papers; awards, grants, and honors received; active participation in professional organizations; participation in workshops and on panels; library applications research; creative activities that substantially improve or expand library service; and pertinent travel and study. Evidence of externally reviewed professional growth activities shall be required for promotion and tenure, for example: publication by professional societies or in other refereed sources, extramurally evaluated grants or awards, juried performances or exhibitions, reviews of works compiled or written by the candidate, recognition by professional societies through offices, awards, and invited presentations, and design and implementation of innovative services."*

Narrate your work in professional growth, and describe how you have met these criteria, using achievements documented in your WPAF and focusing on up to five (5) significant items (a refereed journal article, a grant, an award, an honor, a manuscript-in-progress etc.)" included in your dossier that represent your during your probationary period,[1] or (for faculty seeking promotion to Librarian) since your last promotion. When referencing a significant item, be sure to **bold** the name and number of the item (eg., **Professional Growth item 4: Article**) so that reviewers can locate it in your dossier. Describe the significance of the item, the role you played in developing the item (if joint authored, your contribution), and the status of the journal or publisher. Also include the journal acceptance rate (if applicable), the status of the item (in press, accepted for publication, accepted for publication with revisions, submitted), and impact factor, if relevant to your field. For grants, be sure to provide the grant title, your role in developing the grant, the dollar amount, the status of the granting agency, acceptance rate, and the start and end date of the grant. Please note: a significant item represents one accomplishment, not a "group" of accomplishments.

(Maximum 3 pages)





PDS Components for Counseling Faculty





Professional Growth

The University Senate Policy File indicates “*Evidence of professional growth includes activities which substantially improve or expand counselors knowledge and counseling skills in providing psychological services to students and the university community and may include: attendance and/or scholarly presentations at 158 professional training institutes and workshops; developing curriculum for trainees, interns and/or peer educators; presentation of professional projects; publications of merit; awards and honors; grants and contracts;*

participation in workshops and panels; and active participation in professional organizations. It is expected that Student Affairs Faculty demonstrate that they have knowledge of current treatments and techniques.”





Counseling Effectiveness

The University Senate Policy File indicates “...*excellence in counseling/programming. Evidence of counseling effectiveness (CPS) or programming effectiveness (SHS) may include knowledge and skill with a broad range of psychotherapeutic theories and interventions; integration of professional growth into the psychological or other services provided to students and the university community; knowledge and competence to work effectively with students from multicultural backgrounds; the ability to make discerning judgments regarding the full range of complex legal and ethical issues that relate to counseling/clinical work.*”

- 📁 Narrate your work in counseling, and describe how you met these criteria, using up to five (5) significant items (peer reviews, case presentations, case consultations, chart review, student evaluations of counseling, intern evaluations of supervision and training, program evaluation, and publications or presentations., etc.) represent your efforts during your probationary period,¹ or (for faculty seeking promotion) since your last promotion². *Please note: a significant item represents one accomplishment, not a "group" of accomplishments.*
(Maximum 5 pages)
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PDS Components for All Faculty





COVID-related Senate Policy

8.0 In extraordinary times when the campus community is impacted by an emergency that would impact the typical career (e.g., natural disaster, significant campus disruption, and similar events), as determined by the President, for faculty candidates seeking reappointment, tenure, or promotion, evaluators and committees shall both apply published criteria and extend special consideration for the impacts of the emergency on the candidate's professional trajectory. Candidates shall be allowed to provide in their personnel data summary a statement of the impacts of the emergency on their work (including additional family responsibilities) and describe their efforts to adjust and adapt their teaching, professional growth, and service. Committees and evaluators shall in their recommendations assess whether on the basis of the information provided in the WPAF the candidate's trajectory would under normal circumstances meet expectations for reappointment, tenure, and promotion.

Criteria: Service

The Senate Policy File criteria asks for evidence of service that *“appl(ies) the faculty member’s professional expertise to the benefit of the university and community.”*



Responsiveness to Diversity

- 2.0 Because the university provides access to underrepresented groups as well as traditional groups, the faculty shall be responsive to diverse student populations and needs through teaching, scholarship, research, and/or service, as appropriate, in alignment with department and college diversity plans.

Candidates may demonstrate responsiveness to diversity within the context of other statements, as appropriate. There is no stand-alone diversity statement.

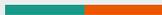




Final thoughts

- Associates going up for “full” should not serve on current year RTP committees.
- Be judicious in accepting unsolicited advice, especially “spooky” advice. Check written policies.
- Remember, you may include *up to five* significant items in each area.





THANK YOU

Center for Inclusive Excellence, Senate Faculty Affairs Committee

