



REAPPOINTMENT, TENURE AND PROMOTION AT SDSU

Information for Candidates
Office of Faculty Advancement
2023-24





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 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?





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 or promotion early, 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)

The UPTRP looks 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 “early”—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 23 - 24 REVIEW

1. Request external review if required or desired (preferably in prior Spring, but can be late added)--do not contact reviewers yourself.
2. Visit fa.sdsu.edu to review timelines
3. Request peer observation (recommended not required)
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





AY 23 - 24 REVIEW DEADLINES

THU, SEP 21, 2023

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.

THU, OCT 5, 2023

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.**





Resources: fa.sdsu.edu

— Performance Reviews: Information for Candidates

- [!\[\]\(36f8637baaa56c4be44b454435949289_img.jpg\) Candidate Guide to Interfolio RTP](#)
- [!\[\]\(b556e0ef1e10ccfc32976edb6416074f_img.jpg\) Candidate Guide to Interfolio RTP - Library](#)
- [!\[\]\(cf1529ba638f0498d7e334e7a79dd058_img.jpg\) Candidate Guide to Interfolio RTP - Student Affairs](#)
- [!\[\]\(2c071b2b285393c82ac6838d54fa5656_img.jpg\) CV Template & Instructions](#)
- [!\[\]\(bda2070c29c668b13a0cf5b37bc9c21e_img.jpg\) CV Template & Instructions - Library](#)
- [!\[\]\(4dc7f5c797d7cb1aa70e6a60bb01318c_img.jpg\) Instructions for Downloading Student Feedback Surveys \(formerly known as Student Evaluations\) from WebPortal](#)
- [Peer Observation](#)
- [!\[\]\(8c14435c4129a2a291714ff8aa0140d6_img.jpg\) PDS Form](#)
- [!\[\]\(aa22af288cc0ca0644b1717d2002bd9a_img.jpg\) PDS Form - Library](#)
- [!\[\]\(3b5c45bb1eac680bb1a411f41e6867a8_img.jpg\) PDS Form - Student Affairs](#)
- [!\[\]\(f9cf6b32694e80d3e0d454d9f6a25272_img.jpg\) Sample Teaching Effectiveness Statement](#)
- [!\[\]\(0937effee628b10b329e045486465a23_img.jpg\) Sample Professional Growth Statement](#)
- [!\[\]\(d486141adb7eaccee678e3458b4d7cfd_img.jpg\) Sample Response/Rebuttal Letter to Reviewers](#)
- [!\[\]\(5d98a48b93f9660d41ce021d1279fc95_img.jpg\) Response/Rebuttal Instructions for Student Feedback Surveys](#)
- [!\[\]\(acde3eba7c23131a5ce5f1404cbba9ed_img.jpg\) Suggestions for Teaching Effectiveness Criteria-Candidates \(Senate Criteria\)](#)
- [!\[\]\(67cb540a03abc77eeeb9f325a13be9a7_img.jpg\) PDF - Spring 2023 RTP Candidate Workshop](#)
- [VIDEO - Spring 2023 RTP Candidate Workshop](#)
- [VIDEO - Fall 2022 RTP Candidate Workshop](#)
- [Interfolio Help - Candidates](#)



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?”





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 the professional growth, teaching effectiveness, and service 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.
- Remember: RTP is not “hazing.” Your help in shifting our profession out of a fear-based approach to RTP is welcome.





THANK YOU

Center for Inclusive Excellence, Senate Faculty Affairs Committee,
University Panel

