

**These WPAF Divider Sheets  
are for Old Policies  
Retention & Tenure #S88-120  
and Promotion #S04-028**

## Preparation of the Working Personnel Action File (WPAF) for Retention, Tenure, and Promotion

Although personnel evaluations are not based upon the organization and format of a candidate's Working Personnel Action File (WPAF), the WPAF represents the candidate's case for retention, tenure and/or promotion as it goes through the department/school, college, and university review process. A well-organized and accurate file serves the interests of the candidate by making easily accessible to the reviewers the information and materials on which the evaluation is based. The chair of the department RTP committee is responsible for the generation and maintenance of the WPAF until the file is forwarded to the department chair. The candidate is responsible for the identification of materials he/she wishes to be considered and for the submission of such material as may be accessible to him/her.

RTP committees and administrators are responsible for identifying and providing materials relating to evaluation which are not provided by the candidate. The candidate should be familiar with the Academic Senate Retention and Tenure and Promotion Policies that set forth the standards and criteria for retention, tenure, and promotion, and give examples of activities appropriate to each review category. Although it is the responsibility of the department, not the candidate to secure and/or conduct the necessary evaluations, it is in her or his best interest for the candidate to provide relevant information to the department chair or Retention, Tenure, and Promotion Committee chair, including, when requested, the names of possible external evaluators.

In preparing a Faculty Curriculum Vitae, Supplemental Materials, and the Index to the Supplemental Materials, "reverse" chronological order is preferred.

### Index to the Supplemental Materials

The index should *itemize and identify by title and date* each document in the Supplemental Materials in the order in which they are included.

#### I. Teaching Effectiveness

- A. List of classes taught and assigned time received by semester.
- B. List of selected course materials in the order of appearance in the Supplemental Materials.
- C. List of student evaluations in the order of appearance in the Supplemental Materials identified by semester and year (include all student quantitative and qualitative evaluations).
- D. List of peer evaluations in the order of appearance in the Supplemental Materials by name of evaluator, semester and year.
- E. List of other evaluations of your academic assignment in order of appearance in the Supplemental Materials.

#### II. Professional Achievement and Growth

- A. Scholarly Work, Creative Work, Curricular Development, Unpublished Manuscripts, or Work in Progress.
  1. List, in order of appearance in the Supplemental Materials, of each item of documentation and evaluation, if any, of publications, creative productions, technical reports, published software, grants/contracts awarded, etc.
  2. List, in order of appearance in the Supplemental Materials, of each document and evaluation, if any, confirming forthcoming scholarly or artistic work.
  3. List, in order of appearance in the Supplemental Materials, of each description and evaluation, if any, of work in progress.
  4. List, in order of appearance in the Supplemental Materials, of each document and evaluation, if any, related scholarly or artistic presentations at professional associations and conferences.
  5. List, in order of appearance in the Supplemental Materials, of any other evidence of scholarly or artistic achievement.
  6. List, in order of appearance in the Supplemental Materials, of each document confirming curricular development.
- B. Professional Leadership  
List, in order of appearance in the Supplemental Materials, of descriptions, documents, and evaluations, if any, related to each workshop, seminar, panel, symposium, conference, etc. to which you contributed. Specify your role in each event.
- C. Curricular Innovations:  
List, in order of appearance in the Supplemental Materials, of documentation of activities which demonstrate the development of original academic programs, new courses, or course contents, pedagogical approaches, applications of technology, etc.

#### III. Contributions to Campus and Community (Promotion)

- A. List, in order of appearance in the Supplemental Materials, of documentation of each of your contributions through organizational offices held or active committee work.
- B. List, in order of appearance in the Supplemental Materials, of documentation of each of your consulting activities.
- C. List, in order of appearance in the Supplemental Materials, of documentation of each of your community service activities.
- D. List, in order of appearance in the Supplemental Materials, of documentation of unrefereed professional writing completed as part of professional activity (for newsletters, etc.).
- E. List, in order of appearance in the Supplemental Materials, of honors and awards for scholarly and professional activities.

For Retention and tenure reviews, index contributions to campus and to the community under separate captions.

## Standard Faculty Curriculum Vitae

The faculty curriculum vitae may be organized according to Retention/Tenure and Promotion criteria.

The faculty curriculum vitae may also be organized as follows:

### 1. Name

### 2. Education

- List universities attended, dates, degrees, and academic major

### 3. Professional Education

- List of academic and professional positions in reverse chronological order and include dates, location, and title of position.

### 4. Honors and Awards

- List all honors and awards in reverse chronological order and include name of honor/award, organization bestowing the honor/award, location, and year.

### 5. Publications

- List in reverse chronological order your research or scholarly works, publications (author/s), title, name of publication, location, date, volume, page), forthcoming work, work in progress, presentations (title, organization, location, date, juried/non-juried) and creative works.

### 6. Professional and Civic Activities

- List all activities and accomplishments in professional and community organizations that are related to your field of expertise in reverse chronological order.

## Department Evaluation Criteria

## Teaching Effectiveness

### 1. Classes taught

- List all classes, in chronological order, taught at San Francisco State University since your appointment as a probationary tenure track faculty. Include course number, title of course, and census enrollment.

### 2. Teaching Materials

- Include syllabi and other materials such as examples of PowerPoint presentations, selected web materials, handouts, and the like.

### 3. Student Evaluations

- Include blank copy of the department's teaching effectiveness evaluations form.
- Include the statistical evaluations in chronological order, for all courses evaluated.
- Summarize the quantitative data in a table or chart.
- Include a copy of all student evaluations, both quantitative and qualitative. If the department chooses, it may send a transcription of all qualitative data. In any event, either transcriptions or copies of all evaluations submitted for a class must be included.
- Include an evaluation of advising effectiveness.
- The only anonymous student evaluations acceptable are those collected in class as part of the regular classroom evaluation of teaching effectiveness. Any additional student evaluations/comments/letter must be signed by the student and dated. Only student evaluations collected in this manner can be placed in the faculty's department personnel file.

### 4. Peer Evaluations

- Include peer evaluations and clearly indicate course number, title, semester, date of evaluation, length of time class observed (i.e., 1 hour/2 hours, etc.) and signature of evaluator.
- Include other types of evaluations of teaching assignment by peers, such as evaluations of supervisory activity in the field by professional colleagues off-campus.

## Professional Achievement and Growth

Professional achievement and growth, disciplinary or interdisciplinary, may be exhibited in a variety of ways, including research, publications, clinics and workshops, presentations to professional societies, development of new areas of expertise, attainment of new professional licenses or certification, creative work, curricular and/or programmatic innovation, unpublished manuscripts, or similar work in progress. Although in general no single category of professional achievement and growth is viewed as more important than others, individual departments may emphasize one category as more important than another within the framework of the department's needs and service to the students, and this emphasis shall be considered in the evaluations.

### Research and Publications

- Include copies of publications, professional presentations, research projects, accepted manuscripts, work under review and work in progress.
- Include letters documenting acceptance for publications, software, grants, etc.
- Include scholarly evaluations of work.
- Include translations of articles published in non-English journals or documented evaluation of non-English publications.

**Creative Works** (i.e. musical compositions, choreography, art works, films, electronic media productions, literary or dramatic works, designs/inventions, exhibitions, performances)

- Include the creative work itself, a reproduction or replica of the work, or a detailed description.
- Include whatever critical reviews may be available.

### Professional Leadership

- Include evidence of elections to or offices held in professional societies, awards, honors, other forms of formal recognition by professional societies, new licenses or certificates, conducting clinics, workshops, symposia, editorial boards or referee, professional consulting, etc.
- Include evidence of community involvement which applies professional expertise and results in professional innovations.

### Curricular Innovations

- Include curricula/programmatic innovations in the discipline, across disciplines, or for the benefit of General Education.
- Include the development of new areas of instructional expertise.
- Include activities which demonstrate the development of original academic programs, new courses or course content, disciplinary and/or pedagogical approaches, applications of technology, etc.

## **Contributions to Campus and Community (Promotions)**

### **Contributions to Campus**

- Include administrative assignments (other than primary assignment), faculty governance, committee work, special advising assignments (i.e., General Education, Liberal Studies, Special Major), program development, sponsorship of student organizations, direction of non-instructional activities and projects.
- Include descriptions of the nature and extent of work accomplished, committee documents, letters from students/colleagues, project reports, etc.
- Include assessments of the nature and quality of the candidate's work in the activities listed.

### **Contributions to Community**

- Include a description of professional/service contributions to the community at the city, state, national, and/or international levels.
- Include assessments of the nature and quality of the candidates work in the activities listed.

### **Contributions to Community (Retention/Tenure)**

- Include a description of professional/service contributions to the community at the city, state, national, and/or international levels.
- Include assessments of the nature and quality of the candidate's work in the activities listed.



## **University Non-Teaching Activities (Retention/Tenure)**

- Include administrative assignments (other than work for which you have received assigned time which should be included under primary assignment), faculty governance, committee work, special advising assignments (i.e., General Education, Liberal Studies, Special Major), program development, sponsorship of student organizations, direction of non-instructional activities and projects.
- Include descriptions of the nature and extent of work accomplished, committee documents, letters from students/colleagues, project reports, etc.
- Include assessments of the nature and quality of the candidate's work in the activities listed.