

WPAF Divider Sheets (New policy S15-241; formerly F11-241)

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.

Notes:

1. **Reverse chronological order** in all sections is preferred in preparing the Faculty Curriculum Vitae, Supplemental Materials, and the Index to the Supplemental Materials.
2. Definition of "**period under review**":
 - For retention, tenure and promotion to associate professor: First day of employment to closing date of WPAF
 - For promotion to professor: Date of closing of WPAF for previous promotion to date of closing of WPAF for current promotion
 - In cases of service credit, period under review includes the number of years of service credit. In the WPAF include documentation of teaching, professional achievement and growth, and contributions to community at previous institution performed during the service credit years.
3. The **WPAF** should be no more than **three binders, maximum 3-inches in size each**.

Index to the Supplemental Materials

The index should *list, itemize and identify by title and date* each document in the Supplemental Materials **in the order in which they appear.** The sub headings may be adjusted to be consistent with the departmental Retention, Tenure, and Promotion criteria.

- I. C.V.**
- II. Department Evaluation Criteria**
- III. Prior Retention Review Reports (ONLY for retention, tenure and promotion to associate professor)**
- IV. Narrative – Candidate’s self-statement**
- V. Teaching Effectiveness or Other Primary Assignment**
 - A. Classes taught, assigned time, other assignments, by semester and year (for period under review)
 - B. Selected course materials
 - C. Student evaluations identified by semester and year (include all student quantitative and qualitative evaluations)
 - D. Peer evaluations by name of evaluator, semester and year
 - E. Documentation of advising/mentoring effectiveness
 - F. Documentation/evidence of effectiveness in primary assignment other than teaching (if applicable)
- VI. Professional Achievement and Growth**
 - A. External reviews (if applicable)
 - B. Research and publications
 - C. Creative works
 - D. Grants and contracts/foundation and other funding
 - E. Curricular innovations
- VII. Contributions to Campus and Community**
 - A. Contribution to campus - List of documentation
 - B. Contributions to community – List of documentation

I. Standard Faculty Curriculum Vitae

See attached document for formatting guidelines

Standard Faculty Curriculum Vitae

The following outline for a Faculty Curriculum Vitae has been prepared by the Office of Faculty Affairs and Professional Development. It is highly recommended that faculty use this template as a guide for the presentation of their work for RTP purposes.

Notes:

1. Present a complete curriculum vitae but **designate clearly those activities that are relevant to the period under review** (e.g., draw lines in each section differentiating period under review; OR highlight or bold the entries relevant to the period under review).
 2. All items in each section should be presented in **reverse chronological order**.
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NAME

EDUCATION: List universities attended, dates, degrees, and academic major

PROFESSIONAL POSITIONS AND RANKS HELD (IF APPLICABLE): Institution, Rank, Date

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.

TEACHING EFFECTIVENESS OR OTHER PRIMARY ASSIGNMENT

If the primary assignment is other than teaching, in whole or in part, applicable headings should be used for or added to this section.

Teaching Evaluation. Provide a list or table with the following information:

- List of all courses taught by semester and year (for period under review)
- Total number of students enrolled in course
- Number of students who completed evaluations
- Quantitative mean scores
- Comparative departmental means (college means if applicable)

Masters Degree Committee Membership. Include the student name and title of the thesis/creative work/etc. Note those which you chaired.

Awards and Formal Recognition for Teaching and/or Advising (not listed under HONORS AND AWARDS section)

PROFESSIONAL ACHIEVEMENT AND GROWTH

Provide a reverse chronological listing of activities in the area of professional achievement and growth, using the applicable headings as listed below. You may not have activities to list under each heading and you may have activities for which the headings below do not apply. In the latter case, please include a relevant heading.

Co-authorship: In the case of multiple authorship, the level of contribution of faculty member should be indicated. If all authors contributed equally, this should also be noted. Student co-authors should be designated.

Research and Publications

Peer-reviewed publications

- Peer-reviewed journal articles (Indicate in press/print, accepted for publication)
- Books (other than edited volumes) and monographs
- Peer-reviewed book chapters

Editor-reviewed publications

- Edited books
- Book chapters in edited volumes (Indicate peer-reviewed or editor reviewed).

Peer-reviewed proceedings and presentations

- Published papers in peer-reviewed proceedings
- Peer-reviewed conference presentations

Invited works

- Invited presentations

Non peer-reviewed works

- Non peer-reviewed journal articles
- Non peer-reviewed conference presentations
- Bulletins and technical reports
- Book reviews

Work submitted, or under review

Creative Works

- Externally critiqued performances or juried exhibitions of works (for example, musical compositions, choreography, art works, films, electronic media productions, literary or dramatic works, designs, or inventions)
- Non juried/externally critiqued performances or exhibitions of works
- Work submitted or under review

Grants and Contracts

- Funded Projects (Research/Training /Foundation grants)
 - Principal investigator. Specify nature of the grant, the amount and the period of funding
 - Co-investigator. Specify nature of the grant, the amount and the period of funding

Prizes and Awards for Research, Scholarly or Creative Work.

Curricular Innovations

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

Campus

- Departmental committees and assignments
- College committees and assignments
- University committees and assignments
- CSU committees and assignments
- Other governance activities
- Administrative services to/for the University (Note: Department chair or administrative positions for which substantial assigned time was received should be included in the Teaching Effectiveness or Other Primary Assignment section.)

Community

- Associate editor, consulting editor or other editorial board service, such service as a reviewer for journals, funding agencies, or other learned publications
- Service to professional organizations (office held, committee work, conference organizing, etc.)
- Service to governmental agencies at the international, federal, state, or local levels
- Service to business and industry
- Service to public and private organizations
- Service to citizen/client groups
- Clinical services
- Other professional/public service if not included elsewhere

II. Departmental Retention, Tenure and Promotion Criteria

III. Prior SFSU Retention Review Reports

Include this section **ONLY** for reviews for retention, tenure and promotion to associate professor. Provide reports and rebuttals from **all prior retention reviews at San Francisco State**, in reverse chronological order.

IV. Narrative – Candidate’s Self-statement

Candidates are encouraged to provide a self-statement of teaching effectiveness, professional achievement and growth, contributions to campus and community. The goal of the self-statement is to provide a context for the candidate’s materials and for understanding the candidate’s accomplishments within each area for subsequent levels of review.

It is recommended that the statement **for each area** (effectiveness in teaching or area of primary assignment, professional achievement and growth, and contributions to campus and community) **not exceed 750 words.**

V. Teaching Effectiveness or Other Primary Assignment

A. Classes taught

- List of all classes taught, assigned time received, and other assignments by semester and year (reverse chronological order); account for 15 WTUs per semester; include course number, title of course, and census enrollment.

B. Teaching Materials

- Include syllabi and other materials to demonstrate excellence and effectiveness in teaching. Consult with your RTP Committee regarding expectations in your department about what to include.

C. Student Evaluations

- Evaluation tool: Include blank copy of the department's teaching effectiveness evaluations form.
- Summary table: For all courses evaluated include the statistical evaluations in reverse chronological order by semester and year; summarize the quantitative data in a table or chart, including course number, title, enrollment, respondents, and department mean for each course (college mean when applicable).
- Student evaluations: Include a copy of all student evaluations, both quantitative and qualitative. If the department chooses, it may send a transcription of all qualitative data. All transcriptions or copies of all evaluations must be included.

Note: 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.

D. Peer Evaluations

- Peer evaluations: Should include course number, title, semester, date of evaluation, materials reviewed (syllabi, assignments, grading policies, feedback, etc.), length of time of classroom observation, and signature of evaluator. Consult with your RTP Committee about peer evaluations.
- Other types of evaluations of teaching assignment by peers when appropriate, such as evaluations of supervisory activity, in the field by professional colleagues off-campus, etc.
- Awards and formal recognition for teaching and/or advising

E. Advising/Mentoring

- Include materials to demonstrate effectiveness of advising/mentoring and other teaching related activities outside the classroom, e.g., contributions to master's theses, honors theses, senior projects, supervision of teaching/research assistants, etc.. Include the student name, year, title of thesis/project; indicate those that were chaired. Include other relevant information, e.g., awards, recognitions at competitions, etc.

F. Additional Primary Assignments

- If primary assignment is other than teaching (e.g., department chair, institute director, P.I. on training grant, etc.) provide evidence and documentation of nature of the assignment, and of quality and effectiveness of performance in the assignment.

VI. Professional Achievement and Growth

In general, Professional Achievement and Growth may be reflected in the following four categories. Departmental RTP criteria may emphasize one category as more important than another. It is recommended that the PAG section in the WPAF follow the organization used in the standard c.v. (see attached). Whenever possible, include a copy of the work, scholarly evaluations of the work, evidence of the quality and the impact of the work. Where appropriate, include letters documenting the acceptance of publications, presentations, creative works, etc. For books, include letters from the editor and other evidence of peer review and acceptance for publication of the work.

- A. **External/Outside Reviews** (for candidates in departments that use external/outside reviews as part of the WPAF)
- B. **Research and Publications**
 - Include copies of publications, book chapters, etc.
 - When appropriate, include copies of books and edited volumes (Check with your RTP Committee regarding the expectation in your department and college)
 - Include copies of presentations if appropriate
 - Include evidence of peer review (documentation of acceptance, contracts, feedback, evaluation) or other scholarly evaluation of the work
 - Include translations of articles published in non-English journals and documented evaluation of non-English publications
- C. **Creative Works** (i.e. musical compositions, choreography, art works, films, electronic media productions, literary or dramatic works, designs/inventions, exhibitions, performances, etc.)
 - Include the creative work itself, a reproduction or replica of the work, or a detailed description
 - Include evidence of peer review (critical reviews, adjudications, awards, etc.) or other scholarly evaluation of the work
- D. **Grants and Contracts/Foundation and other funding**
 - For funded projects, include award letter, documentation of review/evaluation and comments/feedback, summary statements, scores if appropriate
 - For unfunded projects, include and indicate a) proposals that received scores/feedback; b) proposals with no feedback
- E. **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, disciplinary and/or pedagogical approaches, applications of technology, etc.

VII. Contributions to Campus and Community

Contributions to campus and community may include a wide range of responsibilities, activities, and assignments. The following serves as a guideline for organizing the many possible ways that faculty may contribute in this area of review. It is recommended that this section follow the organization used in the standard c.v. (see attached).

A. Contributions to Campus

- Include documentation of administrative assignments (other than primary assignment) at the department, college and university levels such as faculty governance, committee work, special advising assignments (e.g., General Education, Liberal Studies, Special Major), program development, sponsorship of student organizations, direction of non-instructional activities and projects.
- Include evidence of the nature and extent of work accomplished, e.g., through letters from committee/students/colleagues, project reports, etc.

B. Contributions to Community

- Include documentation of service to the profession (also see standard c.v. for description)
- Include documentation of community involvement which applies professional expertise and results in professional innovations
- Include documentation of elections to or office held in professional societies, awards, honors, other forms of formal recognition by professional societies, conducting clinics, workshops, symposia, editorial boards or referee, professional consulting, etc.
- Include a description and documentation of professional/service contributions to the community at the city, state, national, and/or international levels.
- Include evidence of the nature and quality of the candidate's work in the activities listed.