

eWPAF Section Guidelines

(New policy S20-241, formerly S19-241)

The eWPAF 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 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, and 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.

Standard Faculty Curriculum Vitae

See CV format guidelines document.

Departmental Retention, Tenure and Promotion Criteria

Provide the most recent departmental criteria that was approved by the Provost. You may access a list of approved criteria here <http://facaffairs.sfsu.edu/retention-tenure-and-promotion-policies-andresources>.

Prior SFSU Retention Review Reports

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.

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**.

Teaching Effectiveness or Other Primary Assignment

Courses

- 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.

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.

Student Evaluations

- Summary table: For all courses 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.

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

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.

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.

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.

External/Outside Reviews (for candidates in departments that use external/outside reviews as part of the WPAF)

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

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, a link to electronic information about the work.
- Include evidence of peer review (critical reviews, adjudications, awards, etc.) or other scholarly evaluation of the work

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

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.

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).

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 noninstructional activities and projects.
- Include evidence of the nature and extent of work accomplished, e.g., through letters from committee/students/colleagues, project reports, etc.

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.