

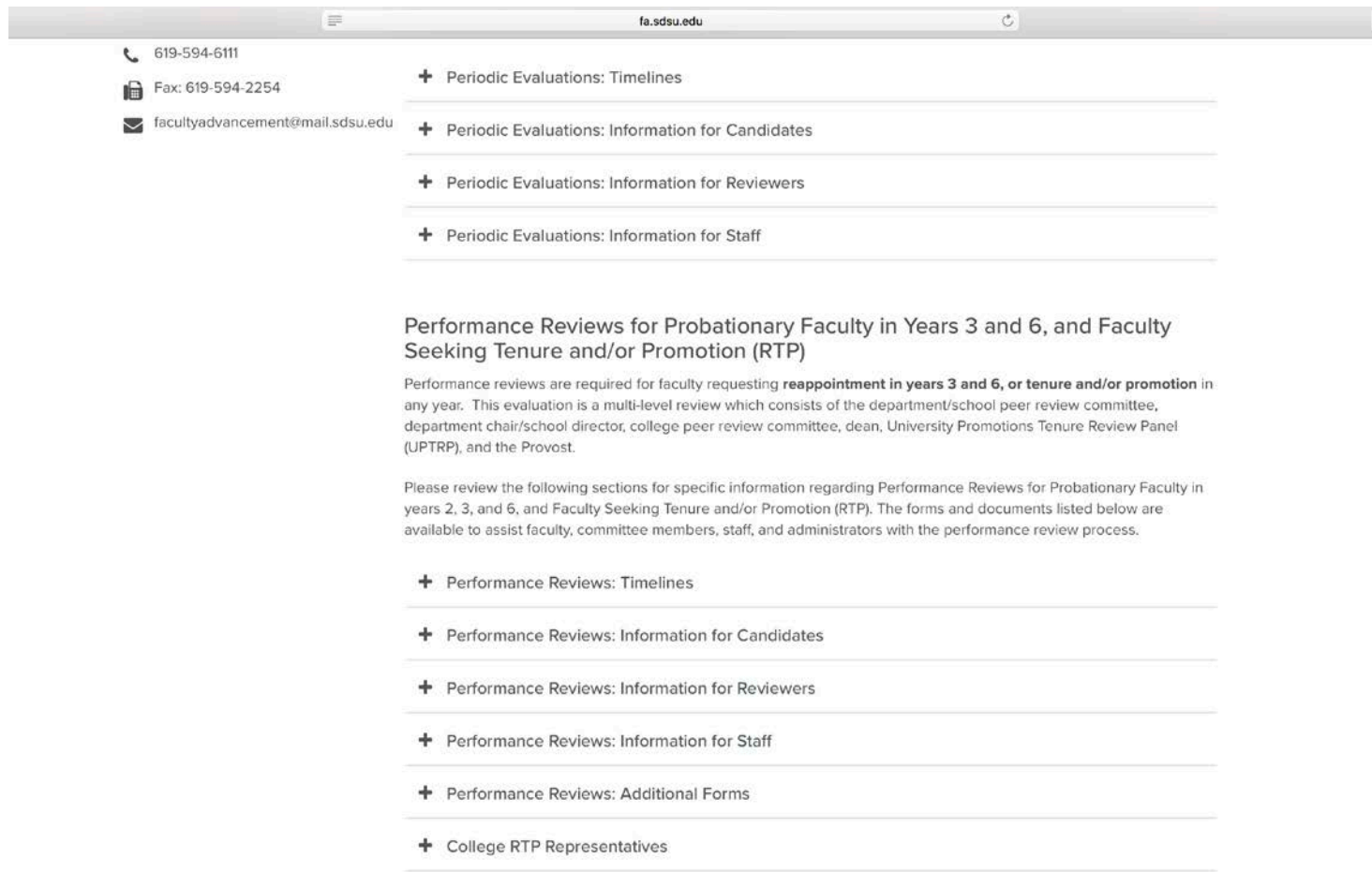
RTP WORKSHOPS FOR REVIEWERS

September 2018

Resources and support

- Introductions: Faculty Advancement [website resources](#), staff
- Introductions: College RTP reps
- Resources: [Policy file](#) (contains criteria); see also department or college policy file.
- Support in accessing Interfolio: Dept. or school coordinator
- Support on procedural questions: College RTP representative

At the fa.sdsu.edu website:



619-594-6111

Fax: 619-594-2254

facultyadvancement@mail.sdsu.edu

- + Periodic Evaluations: Timelines
- + Periodic Evaluations: Information for Candidates
- + Periodic Evaluations: Information for Reviewers
- + Periodic Evaluations: Information for Staff

Performance Reviews for Probationary Faculty in Years 3 and 6, and Faculty Seeking Tenure and/or Promotion (RTP)

Performance reviews are required for faculty requesting **reappointment in years 3 and 6, or tenure and/or promotion** in any year. This evaluation is a multi-level review which consists of the department/school peer review committee, department chair/school director, college peer review committee, dean, University Promotions Tenure Review Panel (UPTRP), and the Provost.

Please review the following sections for specific information regarding Performance Reviews for Probationary Faculty in years 2, 3, and 6, and Faculty Seeking Tenure and/or Promotion (RTP). The forms and documents listed below are available to assist faculty, committee members, staff, and administrators with the performance review process.

- + Performance Reviews: Timelines
- + Performance Reviews: Information for Candidates
- + Performance Reviews: Information for Reviewers
- + Performance Reviews: Information for Staff
- + Performance Reviews: Additional Forms
- + College RTP Representatives

At the fa.sdsu.edu website:

+ Performance Reviews: Timelines

+ [Performance Reviews: Information for Candidates](#)


- Performance Reviews: Information for Reviewers

 [Reviewer's Guide to Interfolio](#)

 [Validation Checklist](#)

 [Validation Checklist - Library and Information Access](#)

 [Validation Checklist - Student Affairs](#)

 [Sample Letter of Recommendation](#)

 [Sample Letter of Recommendation - Library and Information Access](#)

 [Sample Letter of Recommendation - Student Affairs](#)

 [Sample Response to Response/Rebuttal Letter](#)

 [Sample Response to Late-Add Letter](#)

 [Guidelines for Evaluating Teaching](#)

 [Suggestions for Reviewing Teaching Effectiveness Criteria](#)

[Interfolio Help](#)

Resources and support (self-talk)

- SDSU (and other CSUs) are by comparison to other universities fairly transparent in regards to criteria and procedures.
- Of the hundreds of faculty reviewed at SDSU each year, thanks to the professionalism of our faculty and staff, procedural errors are few and in all but one or two cases per year quickly remedied.
- Colleagues can rely on published policies and their best professional judgment to effectively carry out RTP as a shared governance process.
- Multiple levels of review and committee deliberations provide balance.

2018 – 2019

Performance Review Timeline

Complete timeline here:

http://fa.sdsu.edu/resources/files/tenuretrack_evaluations/RTP%20Timeline%202018-2019.pdf

- ~~8.24~~ Candidates seeking promotion notify departments.
- ~~9.7~~ Candidates submit WPAF via Interfolio.
- 9.28 Closing date of WPAF.
- 10.12 Department/School Peer Review Committee recommendations due
- 10.19 Department Chair/School Director recommendations due
- 12.14 College Peer Review Committee recommendations due
- 12.21 Dean recommendations due
- 2.15 Last chance for late-add
- 3.15 University Promotions and Tenure Review Panel recommendations due
- 5.17 Provost announces final decisions on behalf of the President.

Basics of the RTP Process

- **Election:** Academic units organize RTP review committees from tenured faculty according to bylaws / policy files.
- **WPAF Validation:** *An RTP committee member or chair / director (not staff) should validate the file.*
- **WPAF Evaluation:** After validation, committee members review WPAF contents and meet to discuss the candidate's work.
- **Committee recommendation:** Committee votes (majority of the reviewers present) and develops a letter providing a recommendation on reappointment, tenure, and / or promotion as well as evaluative feedback of the candidate's work.

Evaluation Criteria

- **General criteria:**
- “Continuing excellence in teaching . . . [contextualized] within a continuing process of reflection and adjustment.”
- “A consistent pattern of continuous growth in research, scholarship, or creative activity . . . [evidenced by] a well developed, coherent, and focused research plan or artistic vision”
- “Service to the university, the profession, and the community”

Evaluation Criteria

- Standard for promotion to Professor:
- “Superior contributions to teaching effectiveness”
- “Evidence of a strong and coherent program of continuous 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”

Effective evaluation of teaching

- [Guidelines from the University Task Force on Faculty Evaluations \(2015\)](#)
- Think about how modality, level, size, and diversity-related factors impact student evaluation scores and incorporate this into your performance review.

At the fa.sdsu.edu website:

GUIDELINES FOR EVALUATING TEACHING

The following criteria should be considered by committees and individuals who use faculty evaluations to assess the performance of faculty. They are also designed to help instructors better understand the strengths and weaknesses of their teaching.

Course Modality (face-to-face, hybrid, online)

Online courses might yield lower faculty evaluations than face-to-face courses because of possible difficulties raised by the use of technology (e.g. connection problems).

Course Types (seminar/lecture/lab/studio)

Seminars, labs, and studios have a tendency to be evaluated higher than lecture-based courses because of their relatively small class size and the interactive nature of the course type. In addition, generally speaking, the smaller the class, the higher the variance across terms.

Course Levels (lower division/upper division/MA, MS/ PhD)

Students' motivation may be greater in upper-division (more specific) than lower-division (more general) classes, which may affect the students' evaluation of the instructor.

Class Function (prerequisite/major/elective)

Students' motivation may be greater in elective/major than prerequisite classes, which may affect the students' evaluation of the instructor.

Class Size (e.g., 7/35/150/300/800)

The larger the class size, the more difficult it is to engage students in the course. Engagement inevitably influences the instructor evaluation. Furthermore, small sample size is highly variable and more extreme.

Writing an effective RTP letter

- *Imagine the UPTRP as your audience. Articulate the significance of venues for scholarly work and translate field-specific impact into generally legible terms. Articulate, characterize, explain.*
- Do not rely on quantitative evidence alone to evaluate teaching. Include qualitative, descriptive detail in evaluations of teaching effectiveness and professional growth.
- Review suggestions for how to characterize teaching from CTL.

At the fa.sdsu.edu website:

SUGGESTIONS FOR IMPLEMENTING SENATE CRITERIA IN REVIEWING TEACHING EFFECTIVENESS

by Jennifer Imazeki, Director, Center for Teaching and Learning

Senate Policy File Criteria	Related observable evidence of effective teaching supported by research on teaching and learning	Examples of how to discuss in an RTP letter
Command of the subject and currency in the field	<ul style="list-style-type: none">• Currency of materials and disciplinary approaches• Work of student mentees has been presented, positively reviewed, published, or otherwise validated by external sources• Textbook (or most recent edition) is current, published by established press, adopted by other instructors	<p>“Your syllabus reflects the most current controversies in the field.”</p> <p>“We note with concern the comments from a peer observer that some of your course material may be out of date.”</p>
Skill in organizing and presenting material in ways that engage and motivate diverse student populations to participate in their own learning	<ul style="list-style-type: none">• Clear communication in syllabi and course documents; supported in student and peer evaluations• Well-organized organized syllabi and course documents; supported in student and peer evaluations	<p>“Consistent with your high scores on specific related evaluation items, your syllabi and course assignments are well-organized and clearly communicate your expectations.”</p> <p>“Comments from students emphasize your</p>

“Demystifying the Path” to tenure and promotion

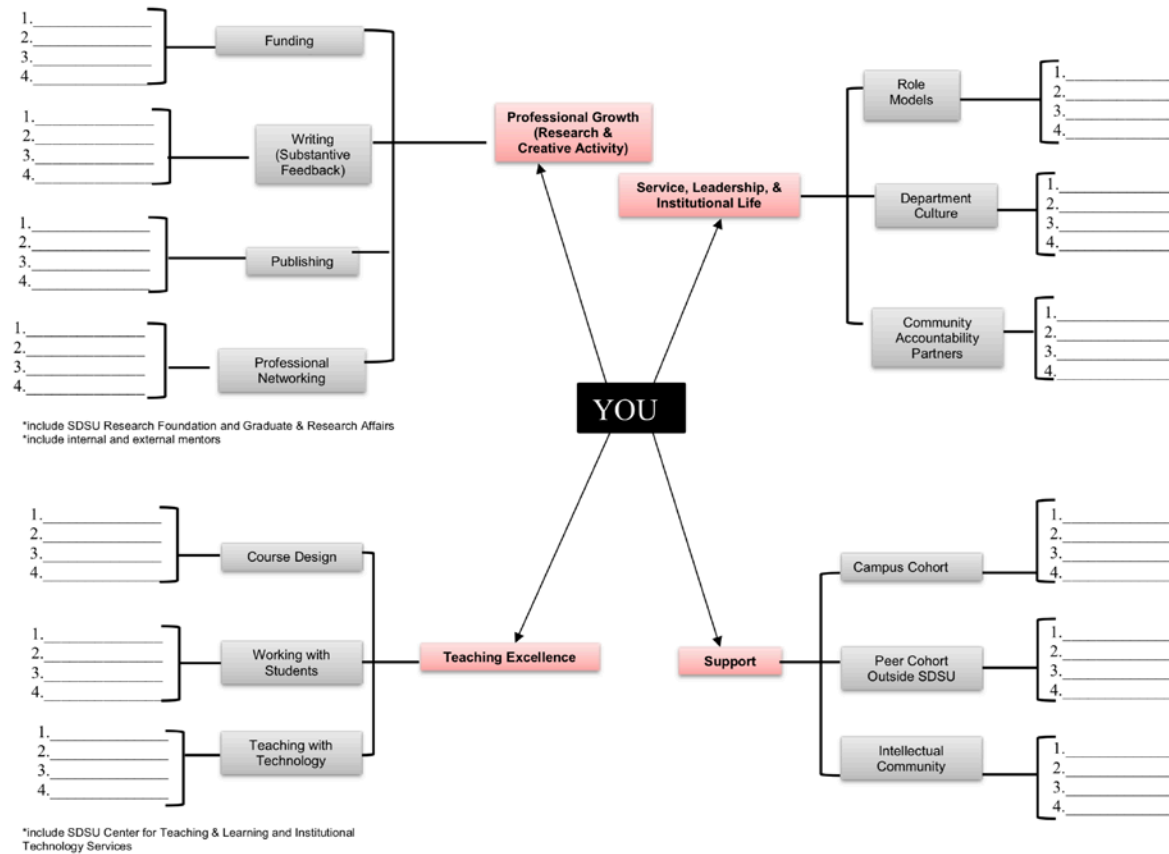
- Promote transparency and clarity through published documents and workshops for candidates and reviewers.
- Strengthen trust in evidence-based evaluation process by working with academic units to ensure that criteria are clearly articulated in policy documents and (optional) to create profiles of successful candidates in time for 19 – 20 review cycle.
- Work with academic units to ensure quality of formative periodic evaluations (years 2, 4, 5).
- Assess and strengthen the culture of mentoring.
- Develop monthly meet-ups using NCFDD materials for faculty seeking promotion to provide support and accountability.

“Demystifying the Path”: what tenured faculty can do

- Promote transparency and clarity through published documents and workshops for candidates and reviewers. **“Paper-based” process; “paper-based” rules.**
- Strengthen trust in evidence-based evaluation process by working with academic units to ensure that criteria are clearly articulated in policy documents and (optional) to create profiles of successful candidates in time for 19 – 20 review cycle. **Share copies of policy documents with colleagues.**
- Work with academic units to ensure quality of formative periodic evaluations (years 2, 4, 5). **Normalize constructive feedback.**
- Assess and strengthen the culture of mentoring. **Encourage colleagues to fill out mentor maps.**

At the fa.sdsu.edu website:

MENTOR MAP



“Demystifying the Path”: what tenured faculty can do

- ***Perhaps most importantly . . . Examine critically your assumptions about tenure and promotion. Be sure that the advice that you give your colleagues aligns with current policies in your department / school and college and the current policies and procedures of SDSU.***

Test your knowledge: myth or fact

- ❑ It is a violation of policy to discuss the tenure and promotion process or the dossier with a colleague preparing to undergo performance review.

Test your knowledge: myth or fact

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- **MYTH**

Colleagues can and should mentor those preparing for review, through the date of WPAF submission and (for the validator) validation. When the WPAF “closes,” conversation between reviewers and candidates about performance review ends until the process is concluded.

Test your knowledge: myth or fact

- University policy requires that candidates provide original hard copies of publications and supporting authenticating documents to validate the WPAF.

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- **MYTH**

Unless otherwise specified in college or department / school policy files, the primary purpose of validation is to ensure completeness of the WPAF and consistency with recommended formats. See the checklist [here](#).

Test your knowledge: myth or fact

- ❑ Periodic evaluations in years 2, 4, and 5 need to be carefully phrased so as not to impact the candidate at performance review.

Test your knowledge: myth or fact

- Periodic evaluations in years 2, 4, and 5 need to be carefully phrased so as not to come back and harm the candidate at performance review.
- **MYTH**

Periodic evaluations are not required in the performance review WPAF. Moreover, the university policy file indicates that evidence of continued reflection and improvement is valued, so providing candid and constructive feedback is valuable to candidates. *Finally, it is of greater harm to colleagues to withhold clear and candid feedback that support professional development and to foster an aura of mystery around the professional development process.*

Thank you

College	RTP Representative	Contact Information
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Imperial Valley Campus	Samuel Palma	760-768-5520 spalma@sdsu.edu
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