

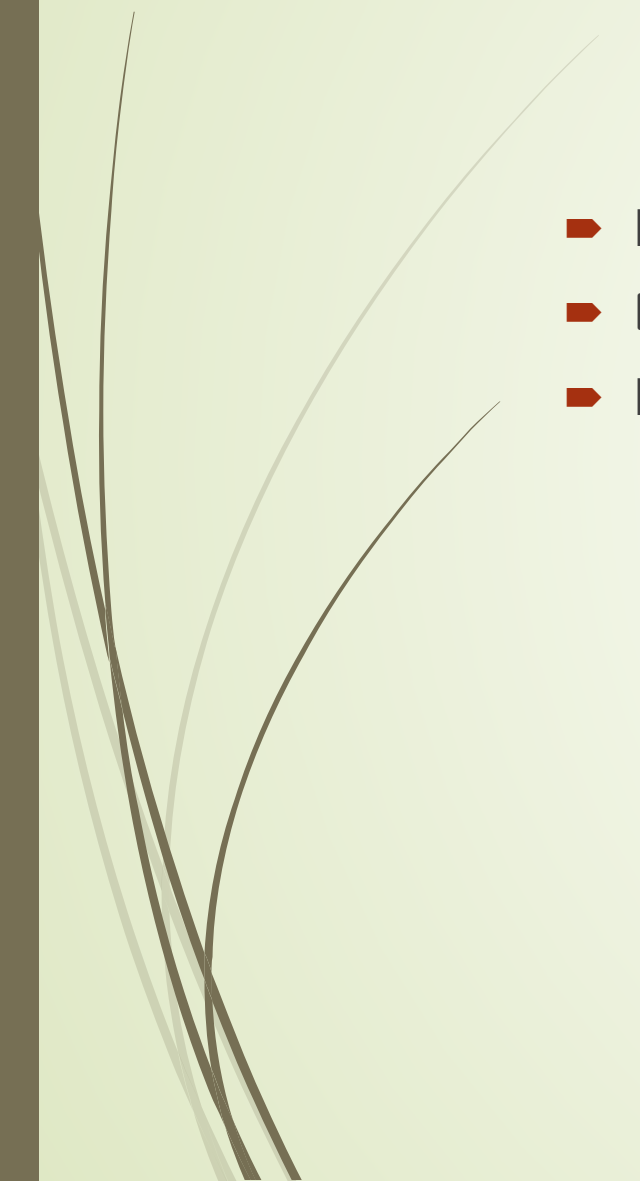


RTP WORKSHOP

FOR CANDIDATES



Introductions

- ▶ Department Coordinators
 - ▶ College RTP Reps
 - ▶ Faculty Advancement – Kavalya Young
- 



Promotion to Associate Professor Basics

- **WHEN?** Maximum time frame to promotion to associate professor is normally six (6) years in rank at assistant, but you may request tenure any time – please discuss with your chair/director.
- **HOW?** Performance review process essentially similar to tenure review, including preparation of a WPAF with Personnel Data Summary, One of a Kind File of five (5) significant items in teaching effectiveness, professional growth, and service, student evaluations, and evaluation letters since last promotion or degree.
- **WHO can help?** Complete information available at fa.sdsu.edu, plus chairs and college RTP representatives



Promotion to Professor Basics

- **WHEN?** Minimum time frame to promotion is normally four (4) years in rank at associate, but exceptions considered upon application.
- **HOW?** Performance review process essentially similar to tenure review, including preparation of a WPAF with Personnel Data Summary, One of a Kind File of five (5) significant items in teaching effectiveness, professional growth, and service, student evaluations, and evaluation letters since last promotion or appointment.
- **WHO can help?** Complete information available at fa.sdsu.edu, plus chairs and college RTP representatives

Performance Evaluation Cycle

PERFORMANCE EVALUATION CYCLE

	Hired Fall 2017	Hired Spring 2018	Hired Fall 2016	Hired Spring 2017	Currently in 3 rd Year	Currently in 4 th Year	Currently in 5 th Year	Currently in 6 th Year
2017/2018	Periodic Evaluation <u>OR</u> Mentoring Meeting		Performance Review	Periodic Evaluation <u>OR</u> Mentoring Meeting	Performance Review (3 rd)	Periodic Evaluation	Periodic Evaluation	Performance Review (6 th)
2018/2019	Periodic Evaluation	Periodic Evaluation <u>OR</u> Mentoring Meeting	Performance Review (3 rd)	Periodic Evaluation	Periodic Evaluation	Periodic Evaluation	Performance Review (6 th)	
2019/2020	Performance Review (3 rd)	Periodic Evaluation	Periodic Evaluation	Performance Review (3 rd)	Periodic Evaluation	Performance Review (6 th)		
2020/2021	Periodic Evaluation	Performance Review (3 rd)	Periodic Evaluation	Periodic Evaluation	Performance Review (6 th)			
2021/2022	Periodic Evaluation	Periodic Evaluation	Performance Review (6 th)	Periodic Evaluation				
2022/2023	Performance Review (6 th)	Periodic Evaluation		Performance Review (6 th)				
2023/2024		Performance Review (6 th)						

OVERVIEW OF EVALUATION PROCESS

	When review takes place	What candidate assembles	Who conducts review	Review outcome
Probationary Faculty Year 1*	In Fall semester, a mentoring meeting with chair/director may be requested in lieu of a formal evaluation.			
Probationary Faculty Years 2, 4, or 5*	Fall semester	Interfolio dossier to include candidate statement, c.v., teaching evaluations, prior years' periodic evaluations, and annotated bibliography of potential significant items.	1) Department or school peer review committee 2) Department chair school director	Completed periodic evaluation form to be placed in Personnel Action File only. <u>Will not</u> be required for submission with subsequent years' performance reviews.
Probationary Faculty Years 3 or 6*	Begins Fall semester; continues through spring semester	Interfolio dossier to include candidate statement / PDS, c.v., teaching evaluations, syllabi, five significant items in teaching effectiveness, professional growth, and service, and prior years' performance review letters if available.	1) Department or school peer review committee 2) Department chair school director 3) College peer review committee 4) Dean 5) UPTRP (if applicable) 6) Provost	PDS to be placed in Personnel Action File.

REVISED 10/04/17

*Associates: please consult your letter of appointment to determine type of performance review.



Materials Required for Fall Periodic Evaluation (Years 2, 4, 5)

- **Candidate Statement** (up to 3 pages): “Describe your accomplishments in teaching effectiveness, professional growth, and service. Address your growth and innovation as a teacher over the last year and your development of a coherent research, scholarly, or creative activity program.” (see [FA website for a Sample Candidate Statement](#))
- **Curriculum Vitae** (use [template found on FA website](#))
- **Prior Years’ Teaching Evaluations** (since hire)
- **Prior Years’ Periodic Evaluations or Performance Reviews**
- **Peer Observation** (if requested by department or candidate)
- **Annotated Bibliography** describing (but not submitting) five (5) potential significant items in each criteria area: teaching, professional growth, and service. Provide 2-3 sentences characterizing the contents, quality, and impact of each item. (see [FA website for a Sample Annotated Bibliography](#))



Materials Required for Performance Review (Years 3, 6)

➤ **Personnel Data Summary:**

- Candidate Statement
- Teaching Effectiveness Brief Summary of 5 Items
- Course Listings
- Theses Chaired, Committee Memberships, Special Studies
- Professional Growth Brief Summary of 5 Items
- Service Brief Summary of 5 Items
- C.V.

➤ **Prior Years' Performance Review Letters** (if applicable)

➤ **External Review Material** (if applicable)

➤ **Five Significant Items in Teaching Effectiveness, Professional Growth, and Service**



Five Most Important Things To Do Now

1. Clarify expectations for promotion

- Do not allow others to define standards for you: research and prepare to make your best case
- Get copies of Senate Policy File criteria and any department or college policies
- Talk to your chair, associate dean, and senior colleagues
- Talk to your peer cohort
- Ask to see the “box” or WPAF of a recently promoted colleague.
- Talk to colleagues at other universities to get a sense of benchmarks in your field



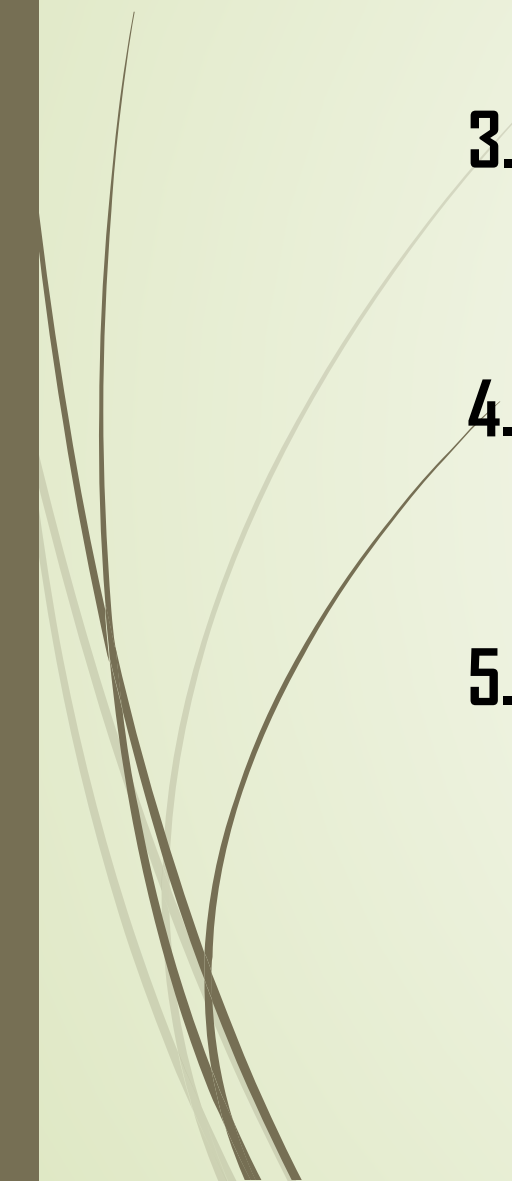
Five Most Important Things To Do Now

2. Make a five year plan and keep it in an accessible place

- Set goals for hitting benchmarks in teaching effectiveness, professional growth, and service
- Work backwards from five-year mark, factoring in funding, grant and peer review timeframes, and time to publication
- Consider hierarchies of value in your discipline including genre (eg. conference paper v. article), co-authorship, venue prestige, and impact
- Look for ways to align teaching and research efforts



Five Most Important Things To Do Now

- 3. Build non-negotiable time to check in with your plan every week, even fifteen minutes**
 - 4. Build a cohort / accountability group and schedule regular meetings**
 - 5. Share your plan with your chair and senior colleagues and discuss baseline expectations for teaching and service**
- 



Additional tips

- Promotion to professor is awarded based on work accomplished since your last promotion. Do not include significant items that date from before your last promotion. On your c.v., draw a line at the point of your last promotion to distinguish work accomplished since then.
- In preparing your c.v., be sure to list all works in progress, regardless of stage (under preparation, under submission, in press). If you can find a way to incorporate relevant, field-valued metrics of impact in the c.v. without overburdening the document, do so.
- Setbacks and lapses happen in every career. Don't let them deter you from applying for full. Address them and provide context in your candidate's statement.




Recently Promoted Associate Professor:
James Marshall, Educational Leadership





Recently Promoted Professor:
Kurt Lindemann, School of Communication





The UPTRP Perspective:

Patricia Geist-Martin, School of Communication

- Go to RTP Workshops
- Follow the CV Template
- Write your dossier in a way that is clear, insightful, and engaging. Write a story that convinces the reader of your expertise and standing in your discipline. Tell the story in a way that the general public would understand.
- In presenting teaching, demonstrate continuous excellence, and if there are issues in the qualitative comments, bring them up and show what steps were taken to address the issues. Don't avoid the issues, address them.
- In presenting professional growth, demonstrate a continuous program of research/creative activity that demonstrates expertise and impact on the field. Follow the template guide in offering quality indicators (acceptance rates, journal rankings, impact factors, etc.). Journals typically have a more stringent review process and are more valued than book chapters in most disciplines. So for book chapters, provide as much detail as you can about the review process by speaking with the book editor about number of submissions, review process, etc. For creative activity, external reviews are essential.
- In presenting service, demonstrate a continuous record of service. Don't just list service; indicate the extent of the service (time commitment, depth of duties, etc.)
- Review departmental policy and make sure it aligns with the case that you are creating. If not, talk to your chair or director about how current the information is and petition for it to be made current and relevant.



What to do now...

- Start gathering materials for review.
- Transition materials to an electronic file format. (*Document files are okay; they will convert to PDF upon upload.*)
- For media files or books, consult with your college RTP representative.
- Calendar time during the summer for creating your dossier.
- Look for an email from Interfolio with your log-in and case creation link at the end of June



College RTP reps

CAL	Brenda Wills	X47227	bwills@sdsu.edu
BUS	Kelly Bowen	X44457	kbowen@sdsu.edu
EDU	Maribel Flores	X41425	mflores@sdsu.edu
ENG	Amy Jensen	X41848	ajensen@sdsu.edu
HHS	Claire Norberg	X46151	cnorberg@sdsu.edu
IVC	Samuel Palma	X65520	spalma@sdsu.edu
LIBR	Ashley Vorraro	X40668	avorraro@sdsu.edu
PSFA	Annie Rose Foral	X46815	aforal@sdsu.edu
SCI	Bettyann Bernhardt	X46521	bbernhardt@sdsu.edu
STUAFF	Rodolfo Badilla	X40804	rbadilla@sdsu.edu
	Sarah Brewer	X42636	sbrewer@sdsu.edu