

PERFORMANCE REVIEW PERSONNEL DATA SUMMARY (PDS) FORM

The PDS provides an opportunity to narrate your professional development and show how the accomplishments documented in your dossier meet university criteria for reappointment, tenure, and promotion. Criteria are established by a vote of the tenured faculty and memorialized in the University Senate Policy File; college and departmental / school criteria are also memorialized in written policies.

The University Senate Policy File states, *“In presenting one’s work to peer review committees, each candidate shall write a narrative summarizing and, when appropriate, integrating work in these three areas; and explaining how this work contributes to the candidate’s continuous development as a member of the faculty.”* Please keep this in mind as you write your narratives below, and write with readers outside your discipline in mind, so they can understand your accomplishments.

The University Senate Policy File indicates under “Reappointment, Tenure, and Promotion: Criteria” that *“because the university provides access to underrepresented groups as well as traditional groups, the faculty shall be responsive to diverse student populations and needs through teaching, scholarship [/] research, and service” (2.0)*. Wherever relevant, describe your efforts to be responsive to diversity in your teaching, scholarship [/] research, and/or service.

Teaching Effectiveness

The University Senate Policy File indicates *“criteria for evaluating teaching effectiveness may include: command of the subject and currency in the field; skill in organizing and presenting material in ways that engage and motivate diverse student populations to participate in their own learning; ability to foster critical thinking; integration of professional growth into the curriculum; reflection upon and adjustment of teaching strategies in response to assessment of student learning; and use of innovative or creative pedagogies”* and encourages faculty to demonstrate a *“continuing process of reflection and adjustment intended to promote a learner-centered and evidence-based approach to teaching effectiveness.”*

☞ Narrate your work in teaching effectiveness, and describe how you have met these criteria, using data from teaching evaluations, peer observations, and up to five (5) additional “significant items” included in your dossier that represent your efforts during your probationary period,¹ or (for faculty seeking promotion to Professor) since your last promotion². A Center for Teaching and Learning guide to help candidates match criteria to evidence is [here](#). When referencing a significant item, be sure to **bold** the name of the item so that reviewers can locate it in your dossier. *Please note: a significant item represents one accomplishment, not a “group” of accomplishments.*
(Maximum 2 pages)

¹ The probationary period consists of the total time in rank at assistant professor, inclusive of probationary period extensions due to leaves or COVID. If you were appointed at SDSU after holding an academic appointment at another university, you may include items from your prior appointment so long as they date within the last six years, plus whatever time you may have taken due to leave or COVID-related extensions of the probationary period.

² For faculty seeking promotion to professor, if you were appointed at SDSU after holding an academic appointment at another university, you may include items from your prior appointment so long as they date within your time in rank.

📁 **Course Listing.** List courses taught in reverse chronological order during the last six (6) active semesters, including summer terms if required by your academic unit (school / department / college), and provide indicated data. Faculty may elect not to submit course evaluations for Spring 2020, Spring 2022, and / or Fall 2022. If you elect not to submit Spring 2020, Spring 2022, and /or Fall 2022 evaluations, please submit evaluations to constitute six semesters of data. *Please note: SDSU World Campus courses cannot be included for any faculty member. College of Education candidates must include courses taught in summer session.*

Student feedback surveys for courses impacted by building closures and the Spring 2020 and Spring 2022 COVID-19 pandemic pivots may have been influenced by factors unrelated to faculty teaching effectiveness, including mid-term shifts in modality, syllabus, outcomes, and assessments, impacted faculty and student access to technology, reduced student access to faculty office hours, and facility-related issues. Reviewers should bear these contextual factors in mind when assessing evaluations for impacted courses.

📁 **Theses Chaired, Committee Memberships, Special Studies.** List all theses chaired, all special study projects directed, and membership on any thesis committee for the last six (6) active semesters. Provide the title and a one (1) sentence description of each.

Professional Growth

The University Senate Policy File indicates *“Criteria for evaluating professional growth shall include significant and sustained contributions of high quality to the field; a well-developed, coherent, and focused research plan or artistic vision; originality of thought and creativity; a demonstrated capacity for independent intellectual progress; and innovative contributions to the body of knowledge.”*

📁 Narrate your work in professional growth, and describe how you have met these criteria, using up to five (5) “significant items” included in your dossier that represent your efforts during your probationary period,³ or (for faculty seeking promotion to Professor) since your last promotion⁴. When referencing a significant item, be sure to **bold** the name and number of the item (e.g., **Professional Growth item 4: Article**) so that reviewers can locate it in your dossier. Describe its significance, the role you played in developing the item (if jointly authored, your contribution), the status of the journal, publisher, or venue in which it appeared, the journal or event acceptance rate (if applicable), the status of the item (in press, accepted for publication, accepted for publication with revisions, submitted), and impact factor, if relevant to your field. For grants, be sure to provide the grant title, the candidate’s role in developing the grant, the dollar amount, the status (e.g., private, federal, state, local) of the granting agency, acceptance rate, and the start and end date of the grant. *Please note: a significant item represents one accomplishment, not a "group" of accomplishments.*

(Maximum 3 pages)

³ The probationary period consists of the total time in rank at assistant professor, inclusive of probationary period extensions due to leaves or COVID. If you were appointed at SDSU after holding an academic appointment at another university, you may include items from your prior appointment so long as they date within the last six years, plus whatever time you may have taken due to leave or COVID-related extensions of the probationary period.

⁴ For faculty seeking promotion to professor, if you were appointed at SDSU after holding an academic appointment at another university, you may include items from your prior appointment so long as they date within your time in rank.

Service to the University, the Profession, and the Community

The University Senate Policy File criteria asks for evidence of service that “*appl(ies) the faculty member’s professional expertise to the benefit of the university and community.*”

- ☞ Narrate your work in service, and describe how you have met these criteria, using up to five (5) “significant items” included in your dossier that represent your efforts during your probationary period,⁵ or (for faculty seeking promotion to Professor) since your last promotion⁶. Note that according to the University Senate Policy File, “A higher level of service and participation in shared governance is expected and more weight shall be given to them for promotion to the rank of Professor.” *Please note: a significant item represents one accomplishment, not a “group” of accomplishments. (Maximum 1 page)*

COVID Interruptions

- ☞ Please provide any information you’d like to share with reviewers about how COVID-19 has impacted your work.

Curriculum Vitae

- ☞ Please see the CV Template & Instructions found on the Faculty Advancement website. The Provost and University Panel request that all candidates follow the recommended CV format in order to allow reviewers to locate information essential to rendering a recommendation.

⁵ The probationary period consists of the total time in rank at assistant professor, inclusive of probationary period extensions due to leaves or COVID. If you were appointed at SDSU after holding an academic appointment at another university, you may include items from your prior appointment so long as they date within the last six years, plus whatever time you may have taken due to leave or COVID-related extensions of the probationary period.

⁶ For faculty seeking promotion to professor, if you were appointed at SDSU after holding an academic appointment at another university, you may include items from your prior appointment so long as they date within your time in rank.