What Goes Where: Preparing your Retention, Tenure and Promotion Materials in eFaculty

Office of the Provost
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Center for Faculty Development
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What Goes Where: Preparing your Retention, Tenure and Promotion Materials in eFaculty

This guide provides information about where to put your dossier information in eFaculty. It may be most useful if you are going through the Activity Input folders as you review the guide. If you have previously completed a paper dossier, Table 1 at the end of this guide explains how the Activities sections in eFaculty align with the tabs used in paper dossiers under S98-8 and S15-8.

eFaculty is your personal database and electronic repository – a place where you can archive information and documents pertaining to all of the aspects of your professional life, organized into categories corresponding to teaching, RSCA (research, scholarship, & creative activities) and service.

With eFaculty, you will only need to enter information one time. Once you have entered your information, that information is automatically entered into different forms that you will submit to the university for a variety of purposes, such as sabbatical applications, Academic Year Summary of Achievement, etc. You will have an opportunity to review and edit these submissions, but much of the necessary information will already be entered.

In addition, your departments/schools and colleges will be able to capture your information for reporting and accreditation purposes without you having to do any additional data entry.

University guidelines dictate the general content of the dossier, but you are responsible for its preparation. Creating your dossier is your chance to communicate your strengths and accomplishments. It is important, therefore, that the assembled materials, including narrative descriptions and uploaded materials, provide a clear picture of your focus and trajectory. For advice on how to frame your information or what information is most important, please consult with your department chair or with the Center for Faculty Development.
General advice and information

Upload PDF versions of all documents if at all possible. eFaculty accepts material in a variety of file types, however formatting materials is most reliably preserved when saved as a pdf file.

Provide URLs for media. eFaculty accepts material in a variety of file types, however, you cannot be certain of the capabilities of the computers on which your reviewers will be. Therefore, for videos, it may be wiser to provide a URL to access the video.

Look through the sub-folders before you begin entering information. Table 1 in this guide provides a map of where information from each of the Tabs used for review under S98-8 and S15-8 should be entered in eFaculty. Consult this table and become familiar with the sub-folders before entering information.

- Once information is added in one place, if it needs to be in a different subfolder, you must re-enter that information. It cannot just be moved.

Provide additional description in text boxes and upload attachments where you feel it would be useful for readers to have additional context or information to clarify the nature of the activity. If you feel the item is self-explanatory, there is no need to attach additional documentation unless it is required. (Required elements are marked with an asterisk).

- You can place hyperlinks in descriptive textboxes, but committee members are under no obligation to view or follow those links.

Make sure to “Save and Add Another” if you are entering multiple items in one section. For example, under “Front Matter” you will enter up to 7 different documents. As you add and upload each document, click the “Save and Add Another” button at the bottom of the screen.

Specify dates or semesters for items you enter. It may seem strange to enter “Start Semester” and “End Semester” for some items. The data entered here is used to by eFaculty to determine what information falls within the relevant period of review and should be included in a dossier. An entry may stop and start in the same semester.

RTP dossiers will cover all materials pertaining to the faculty member’s entire probationary period. Faculty members who were granted probationary credit upon appointment at SJSU, will need to include information and materials pertaining to the period covered by the probationary credit (one or two years).

Complete all information for items you enter. eFaculty will be used by departments and colleges to gather data related to RSCA metrics, accreditation, and for other university processes. While some information may not be necessary for RTP purposes, it may be necessary for other processes and entering information now will save you effort later.

Upload material into the eFaculty at any time during the year. Updating eFaculty at the end of semester or end of the year is an easy way to keep your records up to date.
eFaculty can also create CVs, resumes, and biographical sketches for you, at any time, for use in grant applications, etc.

*Check the FAQ.* An Institutional FAQ has been added to eFaculty and will be updated as questions come in. You can access the FAQ by logging into eFaculty, clicking on your name in the upper right hand corner, and selecting “Institutional FAQ.”
Previewing your dossier

You will be able to preview what reviewers will see at any time during the process.

- Click on Vitas and Biosketches.
- Select the view icon for the “RTP Full Dossier.”
- Select the start (semester you submitted your last dossier OR were hired) and end dates (spring 2018) corresponding to your period of review
- Click “Refresh Report”

Using buttons at the top of the screen, you can print this document, export as a Word Document, export as a PDF, or provide an electronic link to your dossier.

A sample dossier account for Sammy Spartan has also been created and will be used in trainings. You can see this fictional dossier at any time at the following link:

https://faculty180.interfolio.com/url/?y2H

Information in the Sammy Spartan dossier may change as we use this fictional account for demonstration during eFaculty trainings.
Submitting Your Dossier

You should enter most of the information that will be included in the RTP review under the “Activities” section of eFaculty. You access those sections through the links on the left-hand margin of the website.

You can preview your dossier at any time using the instructions under “Previewing your Dossier” in this guide.

When you are ready to submit, go to your Dashboard and select the Action Item for RTP.
You will then see a screen with all of your RTP Dossier information. This is not the format in which reviewers will see your information. You can see what information eFaculty has pulled for the period of review and what will appear on the document that reviewers will see. You can also make corrections, additions, and edits.

You can use these buttons to preview your CV (the dossier materials as the committee will see them), save changes for later, or to Submit for Review. DO NOT SUBMIT FOR REVIEW UNTIL YOU ARE ABSOLUTELY CERTAIN YOU ARE READY.

Most likely, you will see a red button “ACTIVITIES REQUIRE YOUR ATTENTION”.

Before submitting your RTP Dossier for review, eFaculty will require that any activity that you previously listed as “ongoing” is checked to make sure that it is ongoing.

Just check each activity in the section with the warning sign, and click “Update” when you have finished.

If you make changes here, the changes will be reflected in the Activity Folders and everywhere else in eFaculty.
Selecting your review standards

Candidate's Selection of Review Standards

Faculty who assumed their tenure-track position during or after fall 2016 are automatically reviewed under S15-8.

Faculty who began their tenure-track position prior to fall 2016 have the option of being reviewed under S15-8 (the “new” policy) or of being reviewed under S98-8 (the “old” policy). At each review period, faculty who are under S98-8 will be given the opportunity to select S98-8 or S15-8. Once you have been reviewed under S15-8, you cannot go back to being reviewed under S98-8.

Faculty who have a choice must complete the Review Standards Selection Form on eFaculty by August 28. Once they have indicated whether they will be reviewed under S98-8 or S15-8, instructions to prepare and submit their Dossier will appear as an action item on their eFaculty Dashboard. Committees will receive evaluation forms that are customized to the RTP standards.

Information about how to indicate your selection will be sent to faculty in early August.
Entering Information into Activity Folders

Table 1 at the end of this guide explains how the Activities sections in eFaculty align with the tabs used in paper dossiers under S98-8 and S15-8.

RTP Dossier Documents (Front Matter)

This section corresponds to Tab 4 under S98-8 and S15-8. The documents in this section provide readers a framework to view your work at SJSU, since your initial appointment or last promotion (as appropriate). This section provides the context for the materials included in the rest of your dossier. Reviewers will likely begin by reading the information you have inserted here.

The following documents should go in this section, inserted in any order you choose:

Candidate's Declaration of Intent

With this section of the RTP Dossier Form, faculty indicate their intent to be considered for retention, tenure, and/or promotion. Faculty will need to download the form from the Faculty Affairs website, sign the form (electronic signature is acceptable) and upload into eFaculty. On this form, if relevant, faculty should also indicate their selection of S98-8 or S15-8.

Candidate's Narrative Statement

Location: RTP Dossier Documents (Front Matter)

Description of Contents:

For faculty reviewed under S15-8. Under S15-8, a single narrative statement was specified, limited to 2000 words and located after Tab 5. In your electronic dossier, the narrative statement should be uploaded here.

This is your opportunity to state your overall case for your retention, tenure, or promotion. You may explain your philosophy, agenda, and accomplishments in all three

Tip from the Center for Faculty Development

Use can your narrative statement to support your case by referring to specific documents included elsewhere in the dossier. For example, teaching faculty might explain their teaching philosophies and strategies for achieving student learning, and cite course materials, evaluations, or assessment data to document their increasing effectiveness as teachers. Non-teaching faculty could cite the appropriate documents that show their growing effectiveness in their academic assignment.

You could explain your RSCA-related growth by describing continuity or development and progress towards culminating achievements or detail service activities and responsibilities, and link the explanation to specific examples of successfully completed assignments.

Finally, you can use the narrative to explain how accomplishments in one category supported growth and development in the other two. For example, you should indicate how including students in RSCA benefits student learning.
areas of review as well as any areas of overlap or synergy between the three areas. As noted above.

Again, you may use hyperlinks to external information, but your committee may not examine those links. At this time, you cannot create hyperlinks to files within eFaculty.

**For faculty reviewed under S98-8.** Under S98-8, inclusion of a narrative statement was not specified and common practice was for candidates to include separate statements for teaching, research and service.

Faculty choosing to be evaluated under S98-8 are not required to provide a narrative nor are they restricted to a word limit. Should you decide to include one or more narrative statements (e.g., research, teaching, service), all statements should be combined into a single document and uploaded here.

The start semester should be reported as fall 2017 and the end semester as spring 2018.

**Chair’s Description**

**Location:** RTP Dossier Documents (Front Matter)

**Description of Contents:**

This document should accurately describe your current position and responsibilities. It must be dated and signed by your Chair. Your Chair should provide you with it approximately 2-3 weeks before your dossier is due and you have an opportunity to respond to the description if you feel it is not accurate. Check the RTP calendar for the relevant due dates. The information contained in this document will provide important perspective for your readers, enabling them to appreciate anything unusual or distinctive about your responsibilities (e.g., that you teach only graduate level courses, or that you have a particularly demanding advising load).

The start semester should be reported as the fall semester of the year in which you last submitted a dossier (or your hire date if you have not previously completed a dossier) and the end semester as spring 2018.

**Appointment Letter**

**Location:** RTP Dossier Documents (Front Matter):

**Description of Contents:**

Upload a scanned copy of your original appointment letter. This document will serve to document your starting point as a probationary faculty member at SJSU.

For the appointment letter, the start semester should be your semester of initial appointment and the end should be “ongoing.”

**Comprehensive Vitae**

**Location:** RTP Dossier Documents (Front Matter)

**Description of Contents:**
Here, upload a current CV. This document provides readers with a thorough perspective on your professional history. You may use any format that is appropriate to your discipline.

The start semester should be reported as fall 2017 and the end semester as spring 2018.

**Approved Departmental Guidelines**

**Location:** RTP Dossier Documents (Front Matter)

**Description of Contents:**

If your department has developed their own RTP guidelines to supplement those adopted by the entire campus, upload those guidelines here. These documents provide important information for the reader about assessing professional emphases and/or accomplishments that may be distinctive to your area.

The start semester should be reported as the semester that the guidelines were adopted and the end semester as ongoing.

**Tenure Clock Stop Memos**

**Location:** RTP Dossier Documents (Front Matter)

**Description of Contents:**

Faculty are not required to submit information about leaves (e.g., personal, professional) taken during the time under review. If you wish to include information about any leaves taken to provide context for achievements, this information can be included in the narrative statement.

If your leave was accompanied by a tenure clock stop, the memo authorizing the tenure clock stop memo must be uploaded under “Tenure Clock Stop Memo.”

The start semester should be reported as the semester when your tenure clock was stopped and the end semester as ongoing.

**Prior Evaluations (Prior to 2017)**

**Location:** RTP Dossier Documents (Front Matter)

**Description of Contents:**

Only reviews conducted prior to spring 2017 need to be uploaded here. Your evaluations from spring 2017 will be populated for you in this section.

**Probationary candidates** should provide a pdf with (in reverse chronological order):

- Annual Evaluation forms, Annual Summary of Achievements, and any responses/rebuttals from prior "mini reviews" from any evaluation prior to 2017.
- Prior Performance reviews: RTP Forms and/or Promotion Form, Provost’s recommendation, Faculty Affairs AVP recommendation (if applicable), Dean’s recommendation, College Committee recommendation, Chair’s recommendation.
(if applicable), Department Committee recommendation, responses/rebuttals, Chair's description of academic assignment, curriculum vitae, and dossier index.

Tenured faculty seeking promotion should provide a pdf with (in reverse chronological order):

- Most recent promotion review and other full reviews since the most recent promotion: RTP Forms and/or Promotion Form, Provost's recommendation, Faculty Affairs AVP recommendation (if applicable), Dean's recommendation, College Committee recommendation, Chair's recommendation (if applicable), Department Committee recommendation, responses/rebuttals, Chair's description of academic assignment, curriculum vitae, and dossier index.
- Post-tenure review letters should be included.

The start semester should be reported as the semester of the first review and the end semester as the semester of the final review.

**Index**

**Location: RTP Dossier Documents (Front Matter)**

According to the Collective Bargaining Agreement (section 15.9), faculty members must prepare an index of materials that were assembled for evaluation purposes and that index must be added to faculty members’ Personnel Action File.

To create your index in eFaculty, wait until you have completed all parts of the RTP materials submission and you are ready to submit your materials.

Once you are ready, click on Vitas and Biosketches.

Select the view icon 📄 for the “RTP Full Dossier.”

Then, select the start and end dates corresponding to your period of review and click “Refresh Report”
Using buttons at the top of the screen, you can print this document, export as a Word Document, export as a PDF, or provide an electronic link to your dossier.

At the bottom of the screen, you will now see what your dossier will look like to reviewers.

Print your dossier to PDF. Then upload that PDF under “Index” in the Activity Inputs.

The start semester should be reported as fall 2017 and the end semester as spring 2018.

Courses Taught at SJSU

This section will provide readers with information about the classes you have taught at SJSU (or are teaching). It will be pre-populated for you, with information imported directly from PeopleSoft. eFaculty reflects PeopleSoft. Therefore, if there is an error in eFaculty, there is also an error in PeopleSoft and you will need to work with your department to make the correction in PeopleSoft.

If you note any errors or omissions, please contact eFaculty@sjsu.edu for assistance with fixing the problem in eFaculty.

As of 2017-2018, do not upload peer or student evaluations as attachments to course sections here. Reviewers preferred to have all evaluations as a separate activity input, therefore, upload peer and student evaluations under “Peer Evaluations of Teaching Effectiveness” and “Student Evaluations of Teaching Effectiveness.”

For each class taught you can also upload the following documentation:

Syllabi

During the period under review, include ONE syllabus for each course taught (but not for each time the course was taught).

When reviewers see your dossier, any activity for which there are attachments will have a hyperlink to those attachments. Therefore, reviewers will be able to tell which courses have attachments and which do not.

Teaching materials

A limited sample of representative course materials, such as handouts or exams, are appropriate for inclusion. If you have authored and self-published a textbook, you may include a colleague’s evaluation of the textbook, but not the textbook itself. It is helpful
if the materials align with the themes highlighted in the narrative statement. Material illustrating the basis for and outcome of a significant redesign of a course would be appropriate here.

**AMENDED August 9, 2017**

**Student Evaluations of Teaching Effectiveness**

This is the preferred location for your SOTE/SOLATEs. And, this is where you uploaded your student evaluations of teaching effectiveness in this section as part of your mini-review. Scan, upload and log in reports for each course separately. If desired, you may include a document that provides brief comments or explanations, which may be useful to reviewers in interpreting the results of the student evaluations. It may be helpful to also include these explanations in your narrative statement.

Eventually, this will be pre-populated for you by Faculty Affairs/ITS.

There is a separate section for “Student Evaluations of Teaching Effectiveness.” It was placed there at the request of reviewers. If you have already begun using that section, you may continue to use it. If you have not entered information into that section, you do not have to. Reviewers will be told that student evaluations can be found either attached to the class or in the separate section.

**Classes Taught at Other Institutions**

If you received service credit when you were hired at SJSU, you are required to include teaching, service, and RSCA from those years. In this section you will provide readers with information about the courses you taught during those service years. For each class you have taught, report the name of the course, upload the syllabus and a sample of teaching materials (if desired). You will upload student and peer evaluations of these courses in the same section that you upload your evaluations for SJSU courses.

**Assigned Time (Course Releases, Course “Buy Outs”)**

In this section, you are asked to provide information about any course reductions you may have received for a given semester. For example, time you have been granted for particular administrative tasks (e.g., graduate program coordinator) or other reasons (e.g., the award of an internal RSCA grant or buy-out from an external grant).

The text entered into the “Description” should be brief.

Please enter "Reassigned Load Hours" as Weighted Teaching Units (WTUs). Use the following formula to convert semester fractions (e.g., .2, .4) to WTUs: (semester-fraction) x 15 = WTUs. For example,.2 x 15 = 3 WTUs.

**AMENDED August 9, 2017**
Student Evaluations of Teaching Effectiveness

This section was based on comments from reviewers in spring 2017. Unfortunately, this self-entered section is not compatible with our online student evaluation systems. Therefore, the preferred section for entering SOTEs is in Courses Taught, as an attachment.

If you have already entered your SOTEs in this section, you may continue to use it. If you have not entered information here, you do not have to. Reviewers will be told that student evaluations can be found either attached to the class or in the separate section.

Any other evaluations of teaching should go under “Peer Evaluations of Teaching Effectiveness” or “Other Evaluations of Teaching Effectiveness.”

Peer Evaluations of Teaching Effectiveness

In this section, upload peer evaluations of teaching. According to F 12-6, one peer evaluation per year is required for retention, tenure, and promotion to Associate Professor candidates. For candidates seeking promotion to Professor, peer reviews in at least 2 different courses during the period of review are required.

Other Evaluations of Teaching Effectiveness

Provide indicators or assessments of your success such as student success in post-graduate activities or information other than official SOTEs pertaining to your teaching effectiveness gathered from students, such as mid-semester feedback survey. Provide the reader with a description of the data gathering process as well as the instrument(s) or protocol used.

Signed student letters are generally not useful unless they are quite specific and comprehensive in their evaluation of your teaching. Teaching awards would be recorded under “Honors and Awards.”

Other Academic Assignment

This section is especially important for librarians and counselors, whose academic assignment usually is not teaching courses. Here explain activities you do as part of your academic assignment, other than teaching. For teaching faculty, this is also the place to list any "overload" assignments you may have received (beyond 15 WTUs).
Service to the Students, Department, College, and University: Committees

In this section, you are asked to provide information about the service you provide to the campus in the form of committee participation.

eFaculty has been pre-loaded with the continuous university- and college-level committees (e.g. RTP, curriculum, etc.). The default unit is “university.” Click on “Change” to select a different unit. If the committee you served on is not listed, select “Other” and type in the name of the committee.

Note: For each committee, you are asked provide the name of the committee, the semesters of your service, and your role on the committee. If you feel it would be helpful for the reader, you may attach documents explaining the charge of the committee or describing or evaluating your contributions. This additional information is not required.

Service to the Students, Department, College, and University: Other than Committees

In this section, you are asked to provide information about the service you provide to the campus in forms other than committee participation. Activities might include serving as your department’s representative at Commencement, advising a student club, serving as a peer observer in a colleague’s class, and so on.

Academic Advising

Provide information pertaining to the work you do as an academic advisor – providing guidance about course selection and the like. Fill in the boxes with the approximate number of students you advise each semester at each level.

If you have received assigned time for advising, you would also report that assigned time under “Assigned Time, Course Releases, Course ‘buy outs;’ and Leaves.”

Note: Academic advising is handled very differently from one department to another. Not all faculty have academic advising responsibilities. If this category doesn’t reflect what your assignment is, you don’t have to complete it.
Student Supervision
In this section, you are asked to summarize the work you do supervising or serving as a reader for master’s theses, doctoral dissertations, and other major projects (BFA shows for example). You could also list the interns you supervise or undergraduate students you mentor in a research project.

Use the text box to describe in a sentence or two the nature of your work together or upload a document.

Do not list students that you supervise *through a course*, as the work you do with those students will already be captured in the “Courses Taught” section.

Service to the Community
In this section, you will enter information that documents your service to the community that is related to your professional and disciplinary expertise. According to S98-8, service to other associations and to the community, state, nation, or international community in a capacity related to the faculty member's discipline and requiring the application of the faculty member's professional knowledge or skills shall also be recognized as a professional contribution or achievement. According to S15-8, participation in public interest groups sponsored by or affiliated with the University and service that you perform as a representative of SJSU should be included here.

Service to your Profession/Discipline
In this section, you will enter information that documents your service to your academic, disciplinary, or professional organizations. This includes activities such as organizing panels, serving as a reviewer of grant proposals, or serving on an editorial board, or serving as an officer in one of your disciplinary organizations.
Quick Tip – Uploading a list of citations from a database

You can upload your publications from Google Scholar or other online databases.

First download your citations in BibTeX or RIS format.

To upload citations:

- Gather your citations from your preferred sources, log on to eFaculty, then access the Activity Input Form.
- Click “Add” in the RSCA section.
- Select the Generic import option.
- After reading the User Responsibility statement, click the Okay button.
- Click the Select drop-down for Citation Format.
- Next, click Choose File and browse to the location of the saved citations. Choose the file that contains your collected citations. Click Open.
- The file name is listed. Click the Save button.
- If necessary, modify the year published, semester, and year. Check the Select box for the citation.
- Click “Save Selected.”
- To see a video of this process, click “Help” in eFaculty then select the appropriate online video.

Make sure to check all uploaded information carefully for errors. You will still need to go back and provide additional information about each of your publications.

Membership in Professional Organizations

Use this space to list and describe the professional organizations to which you belong.

Research, Scholarship and Creative Activity (RSCA): Publications, etc.

In this section, provide information about research, scholarship and creative activities.

In this folder, you can enter the following:

- Books
- Chapters
- Creative Performance
- Creative Production
- Electronic Media
- Journal Publication
- Patents
- Poster Presentations
- Presentations
- Proceedings Publication
- Reviews
- Software/Hardware
- Other

There are not separate sections for different kinds of RSCA. Instead, as you input or upload RSCA, you will be asked to provide additional information about each activity. Information to be provided may vary by the kind of activity you are reporting, but may include:

- Status (e.g. published, forthcoming, in progress)
- Publication/Production outlet (e.g. name of journal, conference, publisher)
- Type of review (e.g. blind, juried)
- Co-authors (and their status)

If appropriate, upload the document itself.
Translations of non-English publications should be provided. For other work, provide other representation of the work (e.g., photograph of item, mpeg or mp3 file, or url for the item). You can provide a description of the work in a textbox.

Grants

In this section, provide information about grants you have authored or co-authored. This may include grant proposals that are in progress, under review, funded, and also grants that have been denied.

You will be asked to provide information about the project itself, the nature of the funding agency, the nature of the review, amount of the award, and your role in the project as well as the role of collaborators, if any.

As an attachment, you should provide a copy of the grant as well as any contextual information that may help the reviewers.

Information entered into the textboxes under Section A will not appear in the document provided to reviewers.

Honors and Awards

Use this space to list any professional honors or award you have received. These might include any sort of formal recognition you receive pertaining to your teaching, your scholarly or creative work, or to your contributions to your professional community.

The start and end semesters may be the same semester.

Professional Development

Use this space to list any professional development sessions or opportunities you have undertaken. This might include pedagogy workshops, faculty learning communities, certificate programs, activities to develop your RSCA-related skills, and

Quick Tips – Pasting citations from a database

You paste individual citations from Google Scholar or other databases into eFaculty.

To view your citations in BibTeX format:

- In Google Scholar, search for your publication.
- Click on “Cite” at the bottom of the citation.
- Then, click BibTeX on the bottom of the dialog box that opens.
- Copy all the text that comes up in the next screen.
- You will paste this text into eFaculty.

To upload citations:

- Access the Activity Input Form.
- Click “Add” in the RSCA section.
- Select the Generic import option.
- Read the User Responsibility statement and click Okay.
- Click the Select drop-down for Citation Format. Select BibTeX.
- Select “Copied Text.”
- Paste the collected citations in the text box.
- Click the Save button.
- Update the year published, semester and year, if necessary and check the Select check box.

To see a video of this process, click “Help” in eFaculty then select the appropriate online video.

Make sure to check all uploaded information carefully for errors. You will still need to go back and provide additional information about each of your publications.
so on. Such activities may include ones sponsored by SJSU or by other entities or organizations.

**Professional Employment**

Use this space to list any professional employment you have outside of the University concurrent with your University employment. You may also upload attachments if you feel that would help the reader better appreciate the nature and scope of your contribution. For each entry, a text box is provided, so that you can describe your contribution. Do NOT include remuneration you are receiving through a grant you have already described in as one of your “RSCA” activities (e.g., serving as project PI or Co-PI).

Note: This is most relevant for part-time, temporary faculty.

**Consulting**

Use this space to list any consulting you do outside of the University.
Table 1. Alignment of eFaculty and Tabs for S98-8, and S15-8
Materials are listed in the order in which they appeared in paper dossiers prepared for review under S98-8.

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<th>S15-8 Tabs</th>
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</thead>
<tbody>
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<td>RTP Dossier Documents (Front Matter)</td>
<td>Upload a pdf of your chair’s signed and date description of your academic assignment.</td>
<td>Tab #4</td>
<td>Tab #4</td>
</tr>
<tr>
<td>(signed and dated)</td>
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<td>Department RTP Guidelines</td>
<td>RTP Dossier Documents (Front Matter)</td>
<td>If your department has adopted RTP Guidelines, they should be uploaded here.</td>
<td>Tab #4</td>
<td>Tab #4</td>
</tr>
<tr>
<td>Tenure Clock Stop Memo</td>
<td>RTP Dossier Documents (Front Matter)</td>
<td>If, for any reason, a faculty member’s tenure clock was stopped, the approval letter should be uploaded here.</td>
<td>Tab #4</td>
<td>Tab #4</td>
</tr>
<tr>
<td>Current Comprehensive Vitae</td>
<td>RTP Dossier Documents (Front Matter)</td>
<td>This can be in any format you choose.</td>
<td>Tab #4</td>
<td>Tab #4</td>
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<tr>
<td>Index to the Current Dossier</td>
<td>RTP Dossier Documents (Front Matter)</td>
<td>See instructions in the What Goes Where guide for how to create.</td>
<td>Tab #4</td>
<td>Tab #4</td>
</tr>
<tr>
<td>Prior RTP-Related Reviews (pre-2017)</td>
<td>RTP Dossier Documents (Front Matter)</td>
<td>For candidates for retention or tenure and promotion to Associate Professor, the following documents, as a single PDF, should be uploaded here: Annual Evaluation Forms, including any responses/rebuttals; Prior Performance Reviews, including chair, dean, Faculty Affairs, all committee, and provost recommendations; prior CVs, prior dossier indices. For candidates for promotion to Full Professor, only materials accrued since most recent promotion should be included here.</td>
<td>Tab #4</td>
<td>Tab #4</td>
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<tr>
<td>Declaration of Intent</td>
<td>RTP Dossier Documents (Front Matter)</td>
<td>Signed form indicating if the candidate has chosen to be reviewed for promotion and/or tenure under 98-8 or 15-8. Faculty will also indicate electronically.</td>
<td>Tab #4</td>
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Amended August 9, 2017 – Entry of Student Evaluations
<table>
<thead>
<tr>
<th>Material</th>
<th>In eFaculty</th>
<th>Notes</th>
<th>S98-8 Tabs</th>
<th>S15-8 Tabs</th>
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<tbody>
<tr>
<td>Classes Taught</td>
<td>Classes Taught at SJSU</td>
<td>This is pre-populated with courses taught at SJSU. If there is an error, please contact <a href="mailto:efaculty@sjsu.edu">efaculty@sjsu.edu</a> and a correction will be made. You may upload attachments related to your courses here, including syllabi and selected course materials.</td>
<td>Tab #5 I.1 Effectiveness in Academic Assignment</td>
<td>Tab #6 I.1 Effectiveness in Academic Assignment</td>
</tr>
<tr>
<td>Course materials for courses taught other than SJSU</td>
<td>Classes Taught at Other Institutions</td>
<td>If you received service credit towards tenure and promotion, you must provide information about your accomplishments during those years of service. Here, you would enter information about the courses you taught at other institutions during the time for which you received service credit. If you teach at other universities while employed by SJSU, you may also enter that information here.</td>
<td>Tab #5 I.1 Effectiveness in Academic Assignment</td>
<td>Tab #6 I.1 Effectiveness in Academic Assignment</td>
</tr>
<tr>
<td>SOTEs</td>
<td>Student Evaluations of Teaching Effectiveness</td>
<td>This section is for documenting teaching effectiveness, through SOTEs, SOLATEs, and other University instruments. You may also attach your own comments regarding these evaluations. (For example, if the class was repeatedly disrupted by construction noise outside the window, you could explain how this impacted student learning.)</td>
<td>Tab #5 I.A.5 Teaching Effectiveness</td>
<td>Tab #6 I.4 Effectiveness in Academic Assignment</td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td>Peer Evaluations of Teaching Effectiveness</td>
<td>Upload peer evaluations of teaching. According to F12-6, one peer evaluation per year is required for retention, tenure, and promotion to Associate Professor candidates. For candidates seeking promotion to Professor, peer reviews in at least 2 different courses during the period of review are required.</td>
<td>Tab #5 I.A.5 Teaching Effectiveness</td>
<td>Tab #6 I. Effectiveness in Academic Assignment</td>
</tr>
<tr>
<td>Material</td>
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<tr>
<td>Other Evaluations</td>
<td>Other Evaluations of Teaching Effectiveness</td>
<td>Provide indicators or assessments of your success such as student success in post-graduate activities or information other than official SOTEs pertaining to your teaching effectiveness gathered from students, such as mid-semester feedback survey. Provide the reader with a description of the data gathering process as well as the instrument(s) or protocol used. Signed student letters are generally not useful unless they are quite specific and comprehensive in their evaluation of your teaching. Teaching awards would be recorded under “Honors and Awards.”</td>
<td>Tab #5 I.A.6 Teaching Effectiveness</td>
<td>Tab #6 I. Effectiveness in Academic Assignment</td>
</tr>
<tr>
<td>Non-teaching related academic assignment</td>
<td>Other Academic Assignment</td>
<td>This section is especially important for librarians and counselors, whose academic assignment usually is not teaching courses. Here explain activities you do as part of your academic assignment, other than teaching. For teaching faculty, this is also the place to list any “overload” assignments you may have received (beyond 15 WTUs).</td>
<td>Tab #5 I.A.1 Effectiveness in Academic Assignment</td>
<td>Tab #6 I. Effectiveness in Academic Assignment</td>
</tr>
<tr>
<td>Assigned time, course releases, buy-outs</td>
<td>Assigned Time (e.g. course releases, course &quot;buy outs&quot;)</td>
<td>In this section, indicate any assigned time received in Weighted Teaching Units (WTUs). .2 Assigned Time = 3 WTU.</td>
<td>Tab #5 I.A.1 Effectiveness in Academic Assignment</td>
<td>Tab #6 I. Effectiveness in Academic Assignment</td>
</tr>
<tr>
<td>Committee service</td>
<td>Department, College, and University Service: Committees</td>
<td>Report the department/school, college, and university committees on which you have served. Neither extensive documentation nor outside evaluation is usually necessary.</td>
<td>Tab #6 I.B.1 Effectiveness in Academic Assignment</td>
<td>Tab #8 III.2 Professional Service</td>
</tr>
<tr>
<td>Material</td>
<td>In eFaculty</td>
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<tr>
<td>RSCA-related advising</td>
<td>Student Supervision</td>
<td>This is different than Academic Advising and refers to supervision provided to students related to RSCA. Summarize the work you do, supervising master’s theses, doctoral dissertations, and other major projects (Bachelor of Fine Arts shows, for example). In some departments, this might be where you list supervised internships or clinical supervisions. Note: You do not need to list students that you supervise through a course, as these students will already be captured in the “Teaching Assignments” section.</td>
<td>Tab #6 1.B.4 Effectiveness in Academic Assignment</td>
<td>Tab #8 III.1 Professional Service</td>
</tr>
<tr>
<td>Academic advising</td>
<td>Academic Advising</td>
<td>Input the approximate number of undergraduate and graduate students for which you were an academic advisor (e.g., providing guidance about course selection and the like). Do not list students you supervised on RSCA project.</td>
<td>Tab #6 1.B.4 Effectiveness in Academic Assignment</td>
<td>Tab #8 1. Service to Students</td>
</tr>
<tr>
<td>Other University Service</td>
<td>Service to the Students, Department, College, &amp; University: Other than committees</td>
<td>Service at SJSU other than committee work should be reported and described here. Neither extensive documentation nor outside evaluation is usually necessary. Examples: participation in campus organizations and clubs of benefit to faculty or student (e.g., advising a student club or student competition); attending orientation; performing administrative responsibilities that are not part of primary academic assignment.</td>
<td>Tab #6 1.B.6 Service to the Students and the University</td>
<td>Tab #8 III.4 Professional Service</td>
</tr>
<tr>
<td>Grants</td>
<td>Grants</td>
<td>In this section you would report any grants awarded and information about the grants.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activities</td>
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<td>Material</td>
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<td>Case Study</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc.</td>
<td>All case studies submitted, forthcoming, or published should be recorded here, including case studies published in peer-reviewed journals and in online outlets.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activities</td>
</tr>
<tr>
<td>White papers</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc.</td>
<td>(Technical Report/ White Paper)</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activities</td>
</tr>
<tr>
<td>Technical Reports</td>
<td>In this section, faculty should report any work or activity in which there was significant use of professional expertise. Work can be paid or volunteer.</td>
<td>Tab #8 II. B.3 Scholarly or Artistic or Professional Activity</td>
<td>Tab #8 III.5. Professional Service</td>
<td>Tab #8 III.4 Professional Service</td>
</tr>
<tr>
<td>Consulting</td>
<td>Consulting</td>
<td>Under 98-8, this included pre-publication manuscript reviews, training sessions for industry, judging performances or exhibitions, or serving on an advisory committee. It also included summer work for a government agency or scientific laboratory. Under 15-8, these activities fall under Service to the Profession/Discipline.</td>
<td>Or</td>
<td>Or</td>
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<td>Material</td>
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<tr>
<td>Community Service</td>
<td>Service to the Community</td>
<td>In this section, describe any service to the community.</td>
<td>Tab #8 II.B.4 Community Service</td>
<td>Tab #8 III.3 Service to the community</td>
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<td>Under S98-8, any service related to professional knowledge and skills and service to K-14 educational segments or other groups related to the institutional mission of a metropolitan university should be listed here.</td>
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<td>Under S15-8, any activities including participation in public interest groups sponsored or affiliated with the University or service to local, state, national or global communities as a representative of SJSU should be listed here.</td>
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<tr>
<td>Honors and Awards</td>
<td>Honors and Awards</td>
<td>Report any honors and awards that you received related to your profession/discipline from SJSU or other entities.</td>
<td>Tab #8 II.B.6 Scholarly or Artistic or Professional Activity</td>
<td>Tab #8 III.4 Professional Service</td>
</tr>
<tr>
<td>Coursework or degrees completed</td>
<td>Professional Development</td>
<td>Record professional development activities such as completing additional coursework or degrees.</td>
<td>Tab #8 II.B.8 or Tab #8 II.B.9</td>
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<tr>
<td>Licenses</td>
<td>Professional Licensures &amp; Certifications</td>
<td>In this section, faculty may record professional development activities such as obtaining professional licensure. This may be more applicable to part-time and temporary faculty than tenured and tenure-track faculty.</td>
<td>Tab #8 II.B.8 or Tab #8 II.B.9</td>
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<tr>
<td>Non-SJSU employment</td>
<td>Professional Employment</td>
<td>In this section, faculty may record professional employment by external organizations related to the courses they teach during their time of employment at SJSU.</td>
<td>Tab #8 II.B.9</td>
<td>Tab #7 II Scholarly or Artistic or Professional Activities, 5 &quot;Other&quot;</td>
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<td>It is not considered in the RTP process and may be more applicable to part-time and temporary faculty than tenured and tenure-track faculty.</td>
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<td>Proceedings, published abstract</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Proceedings Publication)</td>
<td>Proceedings publications submitted, in progress, forthcoming, or published should be reported and uploaded here. If a presentation occurred and then the content was published in the proceedings, you may wish to report both and note their relationships in the available textbox. Translations of articles published in non-English proceedings or documented evaluation of non-English publications should be provided. The only documentation necessary is ONE of the following: the letter of acceptance, the program, OR the proceedings.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activity</td>
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<tr>
<td>Book reviews</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Review)</td>
<td>Publicly submitted, in progress, forthcoming, or published reviews of published works (e.g. book reviews), should be reported and uploaded here. Reviews conducted as part of pre-publication peer review process should not be reported here.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activity</td>
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<tr>
<td>Books</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Book)</td>
<td>Any books submitted, in progress, forthcoming, or published by faculty members should be reported here.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activity</td>
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<tr>
<td>Software</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Software/Hardware)</td>
<td>Any software or hardware developed during the period of review should be described here.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
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<tr>
<td>Journalism, work of journalism, magazine articles, newspaper articles</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Work of Journalism)</td>
<td>Any works of journalism (e.g. magazine articles, newspaper articles) should be reported and uploaded here.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
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<tr>
<td>Chapter, monograph</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Chapter/Monograph)</td>
<td>Any chapters or monographs submitted, forthcoming, or published should be reported and uploaded here</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
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<tr>
<td>Creative performance (e.g. musical performance, dance performance, art installations)</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Creative Performance)</td>
<td>Information about creative performances, including external reviews of that work, should be uploaded here.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
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<td>Material</td>
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<td>Blogs, websites</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Electronic Media)</td>
<td>Any electronic media developed should be described here. Uploads of materials or URLs may be provided here.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activity</td>
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<tr>
<td>Journal articles</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Journal Publication)</td>
<td>Journal publications submitted, in progress, forthcoming, or published should be described uploaded here. You will have an opportunity to describe the nature of the journal (e.g. peer-reviewed, online) when you report the activity. Translations of articles published in non-English journals or documented evaluation of non-English publications should be provided.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activity</td>
</tr>
<tr>
<td>Other RSCA</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Other)</td>
<td>Other publications submitted, in progress, forthcoming, or published should be uploaded here. Translations of work published in languages other than English or documented evaluation of non-English outlets should be provided.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activity</td>
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<tr>
<td>Patent</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Patent)</td>
<td>Patent applications should be uploaded here and notification of granting of patents should be uploaded here.</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activity</td>
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<td>Material</td>
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<tr>
<td>Poster Presentation</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Poster Presentation)</td>
<td>Poster presentations submitted, in progress, forthcoming, or completed should be reported here. You may upload an image of the poster. The only documentation necessary is ONE of the following: the letter of acceptance, the program, OR the proceedings.</td>
<td>Tab #7 II.A.4 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.4 Scholarly or Artistic or Professional Activity</td>
</tr>
<tr>
<td>Oral conference presentation, symposium, panel appearance</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA): Publications, etc. (Presentation)</td>
<td>Presentations submitted, in progress, forthcoming, or completed should be reported here. Abstracts or information about the presentation context may be provided. The only documentation necessary is ONE of the following: the letter of acceptance, the program, OR the proceedings.</td>
<td>Tab #7 II.A.4 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.4 Scholarly or Artistic or Professional Activity</td>
</tr>
<tr>
<td>Membership on editorial board, executive committees, service as a reviewer, convention organizer, etc.</td>
<td>Service to your profession/discipline</td>
<td>Service to your profession/discipline should be reported here. Neither extensive documentation nor outside evaluation is usually necessary. However, if you wish to establish that the scope of your professional achievement is so compelling that it constitutes your major contribution in the scholarly or artistic or professional area, then comprehensive evaluation of your professional achievements must be obtained from impartial colleagues (SI5-8). Includes: editorial boards for a professional journal or newsletter, adjudicator or reviewer for professional publisher or other agencies or associations, public lectures, newspaper editorials, television or radio analysis, active participation in disciplinary or professional organizations, organizations of panels, workshops or other activities at professional venues, service in accreditation or other discipline-based review capacity, service to k-14 educational segments.</td>
<td>Tab #8 II.B Scholarly or Artistic or Professional Activity</td>
<td>Tab #8 III.4 Professional Service</td>
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<td>Material</td>
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<td>Professional membership</td>
<td>Membership in Professional Organizations</td>
<td>In this section, faculty will report memberships in professional or disciplinary societies. This is not required under 98-8 or 15-8. Service to professional or disciplinary societies will be recorded under &quot;Professional service.&quot;</td>
<td>Tab #8, II.B Scholarly or Artistic or Professional Activity</td>
<td>Tab #8 III.4 Professional Service</td>
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Table 2. Materials with specified location under S98-8 or S 15-8 that do not have a specially labeled section in eFaculty

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<td>Workshops or Seminars</td>
<td>Service to your profession/discipline</td>
<td>Tab #6 I.B.1 Workshops or Seminars</td>
<td>n/a</td>
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<td>Educational Equity Activities</td>
<td>Service to the Students, Department, College, &amp; University: Other than committees</td>
<td>Tab #6 I.B.3 Educational Equity Activities</td>
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<td>Professional Achievements</td>
<td>Honors and Awards</td>
<td>Tab #8, II.B.7 Scholarly or Artistic or Professional Activity</td>
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<td>Descriptions, Documents and</td>
<td>Honors and Awards</td>
<td>Tab #8, II.B.9 Scholarly or Artistic or Professional Activity</td>
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<tr>
<td>Evaluations of Other Professional Achievements</td>
<td>Service to your profession/discipline</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
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<td>Unrefereed Professional Writing</td>
<td>Scholarly, Creative, or Professional Achievements (RSCA)</td>
<td>Tab #7 II.A.1 Scholarly or Artistic Activities During the Period Under Review</td>
<td>Tab #7 II.1 Scholarly or Artistic or Professional Activity</td>
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