

TAB #1 (For S15-8)

Declaration of Intent

The candidate shall insert the signed “Declaration of Intent” form in this section.

TAB #2 (For S15-8)

PREPARATION AND SUBMISSION OF “THE DOSSIER” (THE WORKING PERSONNEL ACTION FILE)

FOR RETENTION, TENURE, and/or PROMOTION

INSERT THE “DOSSIER CHECK-IN COVER SHEET” BEHIND THIS TAB, FILLING IN THE TOP SECTION AS APPROPRIATE

Although personnel evaluations are not based upon the organization and format of a candidate's dossier, the dossier represents the candidate's case for retention, tenure, and/or promotion as it goes through the department/school/division, college and University review committees. A well-organized, accurate and attractively presented file serves the interests of the candidate by making accessible to the reviewers the information and materials on which the evaluation is based. The candidate is primarily responsible for the collection, organization, and presentation of the materials in her or his dossier. The candidate should be familiar with the University Retention, Tenure and Promotion Policy (S15-8) that sets forth the standards and criteria for retention, tenure and promotion, and gives 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 in the areas of academic effectiveness and scholarly/professional activity, it is in the best interest of the candidate to provide relevant information to the department chair or personnel committee chair including, if appropriate, the names of possible evaluators.

While the primary responsibility for assembling the dossier belongs to the candidate, University policy holds the department chair responsible “to ensure that the evidence necessary for a full and fair evaluation is contained” in the file (S15-7, section 5.2.2). Thus, before the closing date not only the department chair but also members of “evaluating committees and administrators” shall identify and provide (i.e., put into the dossier) “materials relating to evaluation not provided by the candidate” (Agreement, 15.12.a.). The responsibility for providing all of the material necessary for conducting the review is thus joint.

All retention, tenure, and promotion candidates appointed since Fall 1990 have been asked to use standardized dossier dividers as guides for the preparation of the dossier. These dossier dividers have been produced to help all candidates and all Retention, Tenure, and Promotion committees in the preparation and evaluation of the dossier. The ideal dossier makes the very best case possible for the candidate; it can be slim, contain only substantive material and appropriate evaluative documentation. One volume only is recommended.

TAB #3 (For S15-8)

RETENTION, TENURE, AND PROMOTION RECOMMENDATION FORMS

Evaluations of Candidate by Review Committees and Administrators FOR THE CURRENT RTP CYCLE

Candidate should:

- Download a copy of the Retention, Tenure, and/or Promotion Recommendation Form, as appropriate.
- Complete the top portion, and insert behind Tab #3.

As the Dossier moves through the levels of review, Department, Chair, College and University level reviews for retention, tenure, and promotion as well as any candidate responses/rebuttals should be inserted after the form.

TAB #4 (For S15-8)

CONTEXT FOR THE REVIEW

Required supporting documents

⇒ FOR PROBATIONARY FACULTY, INCLUDE THE FOLLOWING MATERIALS IN THIS SECTION:

- CHAIR'S DESCRIPTION OF ACADEMIC ASSIGNMENT (must be signed and dated)
- TENURE CLOCK STOP (if applicable)
- APPROVED RTP GUIDELINES, DEPARTMENTAL/COLLEGE (if applicable)
- A CURRENT COMPREHENSIVE PROFESSIONAL VITAE
- AN INDEX TO THE CURRENT DOSSIER (see next page for template)
- INITIAL PROBATIONARY APPOINTMENT LETTER (must be signed by Dean and candidate)
- ALL PRIOR RTP-RELATED REVIEWS (In reverse chronological order)
 - Annual Evaluation forms, Annual Summary of Achievements, and any responses/rebuttals from prior "mini reviews" (1st, 3rd, 5th year)
 - Prior Performance Reviews: Retention & Tenure Form and/or Promotion Form Provost's Recommendation, Faculty Affairs AVP Recommendation, Dean's Recommendation, College Committee Recommendation, Chair's Recommendation (if not on departmental committee), Department Committee Recommendation, responses/rebuttals, Chair's Description of Academic Assignment, Approved RTP Guidelines (if applicable), Curriculum Vitae, and Dossier Index.

⇒ FOR TENURED FACULTY SEEKING PROMOTION, INCLUDE THE FOLLOWING MATERIALS IN THIS SECTION:

- CHAIR'S DESCRIPTION OF ACADEMIC ASSIGNMENT (must be signed and dated)
- APPROVED RTP GUIDELINES, DEPARTMENTAL/COLLEGE (if applicable)
- A CURRENT COMPREHENSIVE PROFESSIONAL VITAE
- AN INDEX TO THE CURRENT DOSSIER (see next page for template)
- INITIAL PROBATIONARY APPOINTMENT LETTER (must be signed by Dean and candidate)
- RTP-RELATED REVIEWS, ONLY INCLUDE THE MOST RECENT PROMOTION REVIEW & OTHER FULL REVIEWS SINCE THE MOST RECENT PROMOTION (in reverse chronological order)
 - Retention & Tenure Form and/or Promotion Form Provost's Recommendation, Faculty Affairs AVP Recommendation, Dean's Recommendation, College Committee Recommendation, Chair's Recommendation (if not on departmental committee), Department Committee Recommendation, responses/rebuttals, Chair's Description of Academic Assignment, Approved RTP Guidelines (if applicable), Curriculum Vitae, and Dossier Index
 - Post Tenure Reviews (if applicable)

➤ REMOVE ALL REVIEWS PRIOR TO THE MOST RECENT PROMOTION

TAB #5 (For S15-8)

NARRATIVE STATEMENT

This is your opportunity to state your overall case for your retention, tenure, or promotion. You should explain your philosophy, agenda, and accomplishments in all three areas of review as well as any areas of overlap or synergy between the three areas. ***The narrative statement shall be limited to no more than 2000 words.***

Your narrative statement should cite evidence to support your case by referring to specific documents included elsewhere in the dossier.

- *Teaching faculty* should construct statements explaining their teaching philosophies and their strategies for achieving student learning, citing appropriate course materials, evaluations, or assessment data to document their increasing effectiveness as teachers. *Non-teaching faculty* should take the opportunity to cite the appropriate evidence that documents their growing effectiveness in their academic assignment.
- You should explain your scholarly or artistic or professional growth by showing how your work shows a continuity or development and progresses to culminating achievements. The narrative should aim to show a pattern of achievement, whether it is a consistent pattern over time or a pattern that arcs upward.
- You should detail your service activities and responsibilities, and link the explanation to specific examples of successfully completed assignments.
- If you have professional development activities (e.g., training, course work, additional degree attainment) that you want to highlight, you might do so here.
- Finally, you should, wherever possible, explain how accomplishments in one category may have supported growth and development in the other two. For example, if you include your students in your research, you should indicate how that also benefits student learning. Or if you do extensive student service activities, you might indicate how this helps inform your teaching

TAB #6 (For S15-8)
I. EFFECTIVENESS IN ACADEMIC ASSIGNMENT

This section should contain the following:

1. Classes Taught

In reverse chronological order, list by semester classes taught during the period under review; include course number, title of course, and the census enrollment. Any assigned time and its purpose should also be listed for each semester.

2. Selected course syllabi

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

3. Selected Course Materials

A **limited sample of representative** course materials, such as handouts and exams--matching the syllabi included--are appropriate for inclusion. However, do not include all course materials or course textbooks; if you have authored and self-published a textbook used in your classes, include colleague evaluation of the textbook **but not the textbook itself**. It is most helpful if the materials selected for inclusion align with themes highlighted in the narrative statement.

4. Student Evaluations

In reverse chronological order, include the printouts of the official evaluations (SOTE and/or SOLATE) for **all** courses evaluated during the period under review. Be sure to note the course title, the semester and year, the number of evaluations and the census enrollment. If desired, include brief comments or explanations, which may be useful to reviewers in interpreting the results of the student evaluations.

5. Peer Observations

In reverse chronological order, include peer observations, and clearly indicate course number, title, semester year, and date of the evaluation. University policy requires a minimum of one peer evaluation per year for retention and tenure candidates, and at least two peer evaluations during the period of review for promotion candidates. The department chair is responsible for securing these evaluations.

In reverse chronological order, include other types of evaluations of teaching assignment by peers, such as evaluations of supervisory activity in the field by professional colleagues off-campus. Evaluations of such work are most useful if comprehensive, systematic and solicited by an impartial agent.

6. Other Evaluations

In reverse chronological order, list other indicators or assessments of your success as a teacher, such as student success in post-graduate activities, teaching awards, etc. Signed student letters are generally **not** useful unless they are quite specific and comprehensive in their evaluation of your teaching.

TAB #7 (For S15-8)

II. SCHOLARLY OR ARTISTIC OR PROFESSIONAL ACTIVITIES

This section of the dossier should contain evidence of the candidate's research, scholarship and creative activity.

1. Publications or Artistic Productions

For the period under review, list--**in reverse chronological order and in the standard bibliographic form for your disciplines**--publications, articles, textbooks, monographs, patents, software, creative productions, technical reports, grants awarded, software developed and published. Indicate, when applicable, whether or not a refereed or juried process was involved, what that process was, and, when appropriate, how competitive that process was. **For all refereed achievements, include the document itself**, e.g., the journal article, the monograph, the textbook, the grant, the patent granting notification, the museum catalog, the program of the performance, etc. Evaluation in addition to the refereed process is not necessary, although published book reviews, grant reviews, or newspaper or magazine reviews of creative production should be included. Translations of articles published in non-English journals or documented evaluation of non-English publications should normally be provided. If a publication or creative activity has not undergone a refereed or juried process, then impartial and objective evaluation should be sought.

2. Scholarly or Artistic Work Forthcoming

List and include all forthcoming publications, creative achievements, scientific work, patents or grants in the process of being awarded, etc. Include a short description of the project and its status, e.g., a letter documenting acceptance of the work, galley proofs, reviewers' comments on articles, books, software, grants, revision requests, etc. Inclusion of the work itself is encouraged.

3. Scholarly or Artistic Work in Progress

In a few sentences describe the project and the progress achieved to date. For work, which is still in progress but is intended to contribute significantly to achievement in the scholarly or artistic area, impartial professional evaluation must be sought. If the work has been submitted for publication, identify where it has been submitted and include any correspondence about its status. Inclusion of the work itself is encouraged.

4. Scholarly or Artistic Presentations at Professional Conferences

List scholarly papers or other scholarly/artistic presentations presented to professional associations **in reverse chronological order**. Document such activity **only once** either with the letter of acceptance or with the program or with the proceedings. Colleague evaluations of such scholarly presentations are useful only if they directly evaluate the specific content of the paper and are not routine reviews or thank you notes. Inclusion of the work itself is encouraged.

5. Other

TAB #8 (For S15-8)

III. PROFESSIONAL SERVICE

In this section list activities pertaining to disciplinary and professional activities and associations appropriate to your assignment. **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.

1. Service to students

List and briefly describe advising or mentoring responsibilities.

2. Service to the university

List and briefly describe activities including: participation in the Academic Senate and its committees; participation in search and review committees; service as a program coordinator or department chair; assumption of leadership roles in the California Faculty Association; membership in the CSU Academic Senate and work on state-wide committees or task forces; participation in committees or task forces at any level (department, college or university); participation in campus organizations and clubs of benefit to faculty or students; and performance of other administrative responsibilities (to the extent that such activities are not the primary academic assignment).

3. Service to the community

List and briefly describe activities including: participation in public interest groups sponsored by or affiliated with the University or service in local, state, national or global communities as a representative of SJSU.

4. Service to the profession/discipline

List and briefly describe activities including: service on editorial boards or a professional journal or newsletter; service as an adjudicator or reviewers for professional publisher or other agencies and associations; public lectures; newspaper editorials, television or radio analysis, honors and awards; active participation in disciplinary or professional organizations; organization of panels, workshops or other activities at professional venues; service in accreditation or other discipline-based review capacity; service to K-14 educational segments.

5. Other

List and briefly describe any other professional service not included, above.

TAB #9 (For S15-8)

Other Materials Added During Open Period

Materials Necessary to Evaluate Candidate's Performance During the Period Under Review:

List, in order of appearance in this section materials provided by the chair, by evaluating committees and administrators relating to evaluation not provided by the candidate and candidate's response, if any.

TAB #10 (For S15-8)
LATE ADD MATERIALS

This section reserved for materials provided by the candidate and approved by the Late-Add Committee.