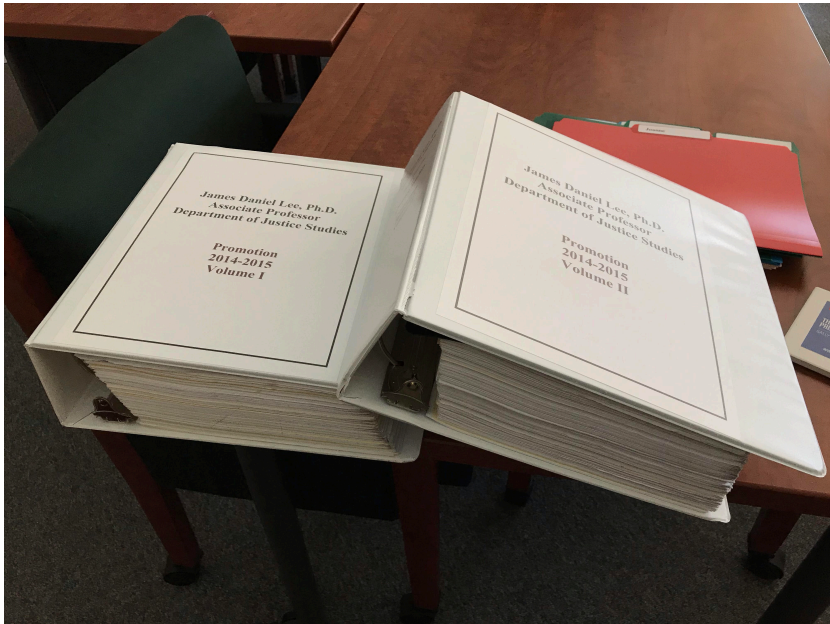


Understanding RTP Policies

Faculty Candidates
Fall 2019

Dossier Sections



Notebook
Tabs
became
sections...



- Home
- Faculty 180
- Announcements & Help
- Profile
- Activities**
- Evaluations
- Forms & Reports
- Vitas & Biosketches
- Administration ▾
- Reports
- Administration
- Communication
- Setup

- Faculty Search
- Positions

Home >
Activities

Quicklinks ▾

- Jump to Section ▾ | Show All | Hide All
- ▶ RTP Dossier Documents (Front Matter) ? Help
 - ▶ Teaching Effectiveness Narrative, Optional Section ? Help
 - ▶ Classes Taught at SJSU ? Help
 - ▶ Classes Taught at Other Institutions ? Help
 - ▶ Assigned Time (e.g. Graduate Coordinator, RSCA, "Buyouts") ? Help
 - ▶ Student Opinion of Teaching Effectiveness (SOTEs/SOLATEs) ? Help
 - ▶ Direct Observations of Teaching ? Help
 - ▶ Other Evaluations of Teaching Effectiveness ? Help
 - ▶ Other Academic Assignment ? Help
 - ▶ Service Narrative, Optional Section ? Help
 - ▶ Service on Department, College, and University: Committees ? Help
 - ▶ Service to the Students, Department, College, and University: Other than on Committees ? Help
 - ▶ Academic Advising ? Help
 - ▶ Student Supervision ? Help
 - ▶ Service to the Community ? Help
 - ▶ Service to Your Profession/Discipline ? Help
 - ▶ Membership in Professional Organizations ? Help
 - ▶ RSCA Narrative, Optional Section ? Help
 - ▶ Research, Scholarship, and Creative Activity (RSCA) ? Help
 - ▶ Grants ? Help
 - ▶ Honors and Awards ? Help
 - ▶ Professional Development ? Help
 - ▶ Professional Employment ? Help
 - ▶ Consulting ? Help
 - ▶ External Review, Optional Section ? Help

Go Back



Retention, Tenure, and Promotion

- ▶ SJSU values faculty productivity, and it rewards achievement within its collective bargaining framework.

- ▶ Policy Overview

- ▶ S98-8 (legacy) VS

- ▶ A. Effectiveness in Academic Assignment
- ▶ B. Scholarly or Artistic or Professional Achievement
- ▶ Must meet:
 - ▶ "threshold" levels of accomplishment on each

S15-7 procedures)
& S15-8 criteria for review

Teaching
Research
Service

Rating on rubric for each

Committees

“How can we
Make this
fair and
effective?”

- ▶ Department T/TT faculty:
 - Vote on number and structure of committee(s)
 - Elect the Department Committee’s’ members
 - Elect their representative to the college committee
- ▶ Colleges elect University RTP Members
- ▶ College committees elect representative to late-add committee
- ▶ Committee members
 - Must be trained
 - Sign confidentiality, training, and conflict of interest statement

Multiple Levels of Review

Ethics -- S15-8



- ❑ *It is the role of evaluators to judge the level of achievement regardless of the form it takes, while respecting the academic freedom and professional choices made by each candidate.*
- ❑ *Evaluators should not substitute their own preferences for policy and should recuse themselves if necessary to avoid the possibility (or the appearance) of bias.*
- ❑ *Evaluators who recuse themselves should abstain from voting and absent themselves from discussion of a case.*

Examples of attitudes that would **warrant recusal** include (but are not limited to):

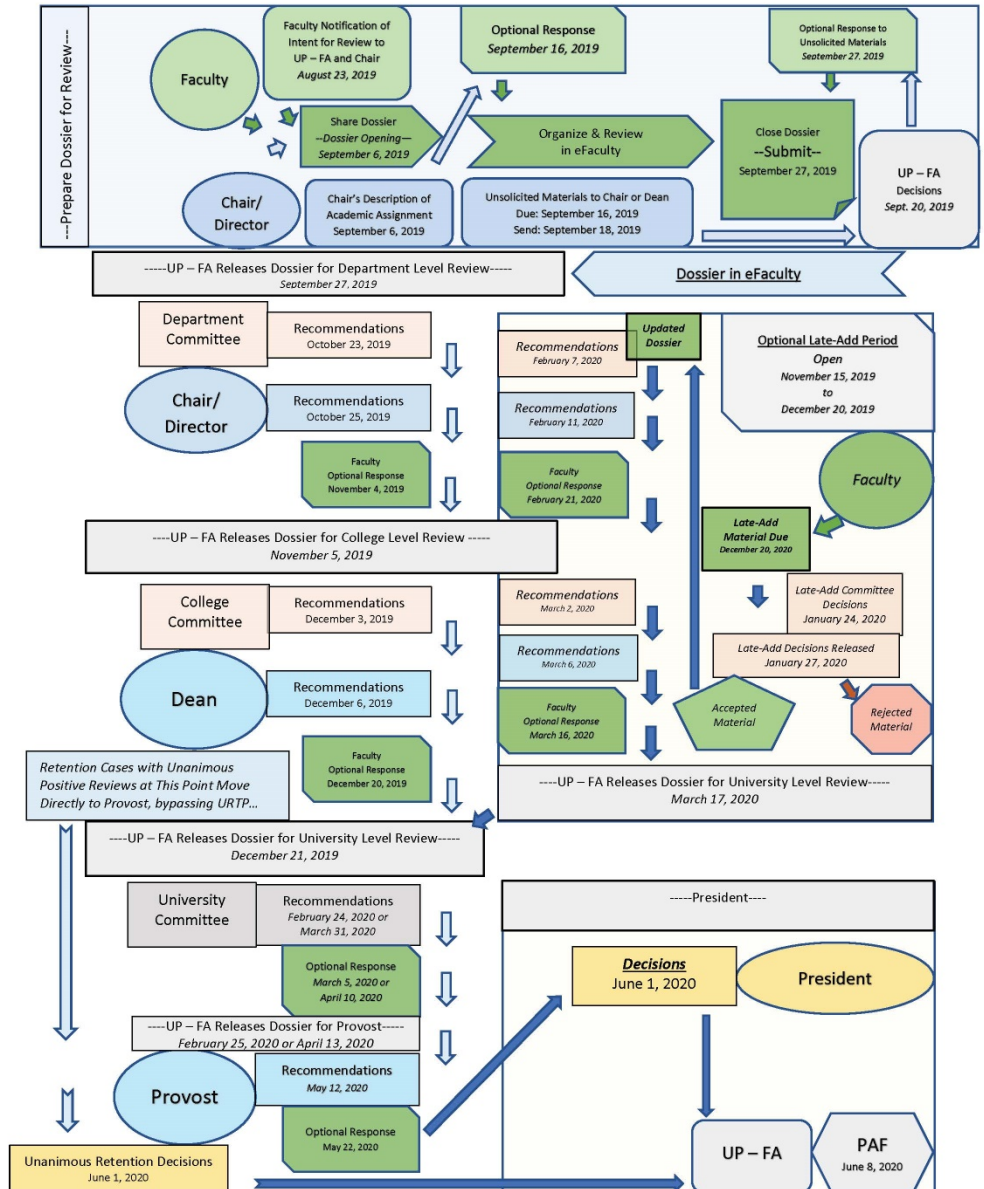
- Hostility toward a candidate's **ideology** as expressed in a research agenda.
- Opposition to a candidate's **choice of pedagogy** when the pedagogy is exercised appropriately under curricular policy.
- Dislike of a candidate's **emphasis in professional development** when the emphasis is permitted by policy.
- Any **personal or professional conflicts-of-interest** such as those delineated in the University's policy on Academic Freedom and Professional Responsibility.

UP S15-7, Performance Review

How can we
Make this
fair and
effective?



RTP Performance Reviews AY 2019-2020 Dossier Preparation, Review Levels, and Decisions



What can you do to facilitate a fair review of your accomplishments?





Tell a compelling story about your academic self and accomplishments

What do you think about this person?

“Think like a reviewer.”

- ▶ Get feedback on your dossier from someone who has reviewed RTP dossiers
- ▶ Tell a cohesive story
- ▶ Write for an informed but not expert audience
- ▶ Numbers matter (Use stats where appropriate)
- ▶ Use policy language in your statement
- ▶ Each section matters and needs to be able to stand on its own *teaching, research, service*
- ▶ Maintain credibility (Don't overclaim)
- ▶ Be proud of the work you do! (Don't apologize or be defensive)

“I need to be a star-bellied Sneetch”
what should I say about Me?



Order = Clarity = Understood

- ▶ All necessary and only necessary documentation is provided and well-organized.
 - I. Things that make reviewers' work harder
 - II. Things that make reviewers' work easier



Harder

- *Different information on CV, narrative, and Faculty 180*
- *Inadequate documentation*
- *Peer review status unclear—IMPORTANT*
- *Nature of contribution unclear, 1st author?*
- *“Published abstract”*
 - credit for a conference*
 - Presentation or*
 - a Paper ?/*
 - Peer reviewed?*
- *Reference to work provided in foreign language*
- *Role of committee and individual contribution not described*

Harder

- *Inappropriate material included*
- *Personal photos not necessary for documentation of work*
- *Teaching information from other institutions (unless part of service credit or SJSU program)*
- *Confidential information related to other individuals*
- *Self published work included without explanation*
- *Narratives overly long and not responsive to prompts*



Harder – Formatting

- 1. Links connected reviewer to wrong document*
- 2. SOTES uploaded wrong orientation*
- 3. Files not labeled clearly or consistently*

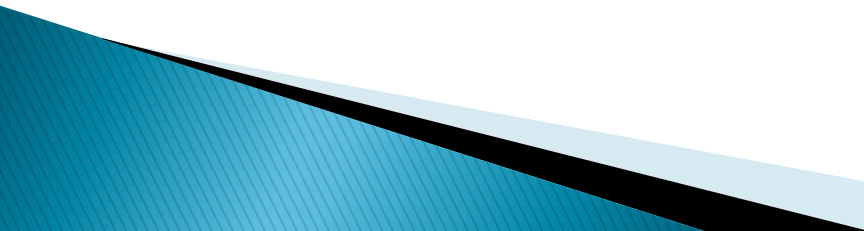
Makes Review Easier



- ❑ Make everything align – *CV matches* eFaculty material *matches* narrative
- ❑ Table summary of SOTES provided
- ❑ Narrative pitched to intelligent but not specialized audience
- ❑ Narrative communicated reasoning behind decisions, explained activities in the three different areas
- ❑ Narrative outlined any changes made based on prior committee feedback

Recommendations

▶ General

- ❑ Begin working on dossier several months before due
 - ❑ Use Fac180 option to view dossier from reviewers' perspective
 - ❑ Document every claim
 - ❑ Hyperlinks may be useful for some disciplines
 - ❑ Talk to your department/discipline colleagues to gauge what does or doesn't belong in a review.
- 

Recommendations

▶ Teaching

- ❑ Summarize SOTES in a grid: term, course, score, n.
- ❑ Provide examples of innovative teaching materials

▶ Service

- ❑ Provide documentation of service accomplishments/impact
- ❑ Briefly describe the nature of your contribution in the narrative or Fac180 entry

▶ Research and Scholarship

- ❑ Provide an electronic version of each product
 - PDFs, for articles, book chapters, reports
 - Evidence of occurrence, for conferences/exhibitions/campaigns
 - Contracts, for commissioned work
- ❑ Explain the merits of a journal or publisher

Retention, Tenure, and Promotion

- ▶ Evaluation of professors' accomplishments is an annual endeavor.
- ▶ Types of Review
 - Periodic – Less dossier prep, fewer review steps
 - Performance – Exhaustive dossier, thorough review

<u>Year*</u>	<u>Type</u>	<u>Often Called</u>	<u>Stakes</u>	<u>Anxiety Level</u>
1	Periodic	“mini review”	Retention	low
2	Periodic /	“mini review”	Retention	low
3	Performance /	“full dossier”	Retention	moderate
4	Periodic /	“mini review”	Retention	low
5	Periodic /	“mini review”	Retention	moderate
6	Performance /	“full dossier”	Tenure/Promotion	high
...				
10 –	Eligible for Performance		Promotion	moderate/high
11 –	Periodic / Post Tenure Review		Reputation	bliss?

*Service credit is applied, but review type is adjusted for new, first year, “year 3” faculty. 1st SJSU Year: “mini”; 2nd SJSU Year: “full dossier.”

UP S15-8, At each level of review, evaluators rate three separate categories —With a rubric of 4 levels

Academic
Assignment or
Teaching

Research,
Scholarship,
and Creative
Achievement

Service

Excellent

Excellent

Excellent

Good

Good

Good

Baseline

Baseline

Baseline

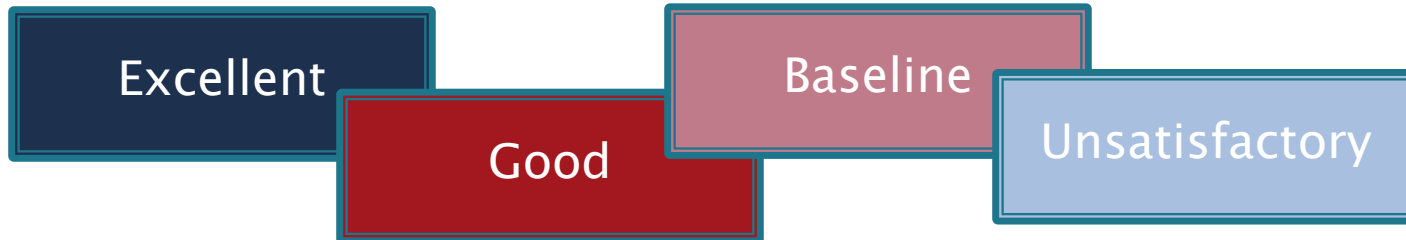
Unsatisfactory

Unsatisfactory

Unsatisfactory

Criteria

What does it mean to be excellent, etc.?



There are descriptors for each level that reflect typical professorial experiences.

RSCA – Unsatisfactory

The candidate has not created scholarly, artistic, or professional accomplishments that meet the baseline level as described below.

Unsatisfactory

Baseline

Criteria

Unsatisfactory

RSCA – Baseline

The candidate has, over the course of the period of review, created a body of completed scholarly, artistic, or professional achievements and shows the promise of continued growth and success within his/her discipline.

Baseline

Good

Criteria

Unsatisfactory

Baseline

Good

RSCA – Good

In addition to the baseline as described above, the candidate has created scholarly, artistic, or professional achievements that constitute important contributions to the discipline and that help to enhance the scholarly, artistic, or professional reputation of the candidate's department, school, college, SJSU, or the CSU more generally.

Excellent

Criteria

Unsatisfactory

Baseline

Good

Excellent

RSCA – Excellent

In addition to a good performance as described above, this level requires achievements of both sufficient quality and quantity to establish a significant, important, and growing reputation within the candidate's field. Excellence in scholarly, artistic, or professional achievement requires a body of work that is recognized as significant within the discipline.

Service Criteria

Unsatisfactory

The candidate has not documented service activities that meet the baseline level described below.

Baseline

The candidate has undertaken a fair share of the workload required to keep the Department functioning well. This includes activities such as work on department committees, the creation or revision of curricula, the assessment of student learning outcomes, or participating in department planning, accreditation, outreach, and advising. A baseline level of achievement for promotion to Professor will also include at least some service at the University level.

Good

In addition to the baseline described above, the candidate has also participated in significant service activities beyond the department. This will usually include college-level service and may include University level service, service in the community, or significant activities in a professional organization. In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements.

Excellent

In addition to a good performance as described above, the candidate has documented significant influence at a high level, whether it be service to students, the University, the community, or the profession. Candidates who achieve an evaluation of “excellent” in service will generally have occupied several elected or appointed positions of leadership and will document multiple specific accomplishments that have significance for people beyond the candidate’s department or college.

Teaching Criteria

Unsatisfactory

The candidate has not documented teaching accomplishments that meet the baseline level as described below.

Baseline

The candidate has taught assigned courses that are well crafted and appropriate for the catalog description. The candidate has taken measures to correct any problems identified earlier in either direct observations or prior performance evaluations. Recent direct observations are supportive. Student evaluations, taking into account the nature, subject, and level of classes taught, are generally within the norms by the end of the review period, particularly for classes within the candidate's primary focus and any curriculum specifically identified in the appointment letter.

Good

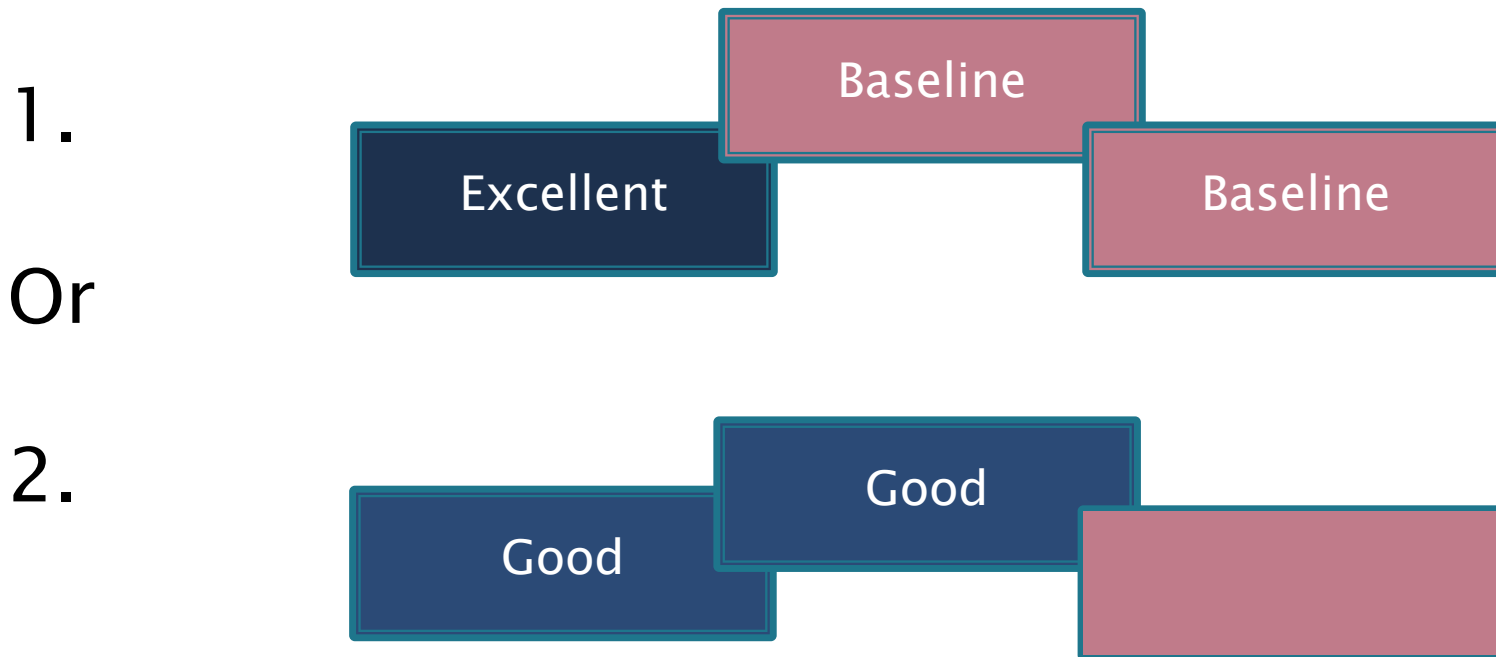
In addition to the baseline as described above, the candidate has documented a degree of innovation within the teaching assignment. This could mean that the candidate has effectively taught an unusually wide range of courses, or that the candidate has created one or more new courses to fill important curricular needs, or that the candidate has documented the use of high-impact practices in teaching. Candidates meeting this level of achievement have at least some student evaluations above the norms, when taken in context of the nature, subject, and level of classes taught.

Excellent

In addition to a good performance as described above, the candidate has either engaged in a higher level of curricular innovation than described above, or documented widespread positive impacts for student success, or achieved both student and peer evaluations that are consistently above the norms when taken in context of the nature, subject, and level of classes taught. Excellent teachers may have received recognition or awards for their teaching, they may have mentored other teachers, or they may have created curriculum that is adopted at other institutions.

Standards for Promotion and Tenure at the Normal Time

To receive tenure and promotion to Associate Professor, the final rating must match these or better:



Teaching

RSCA

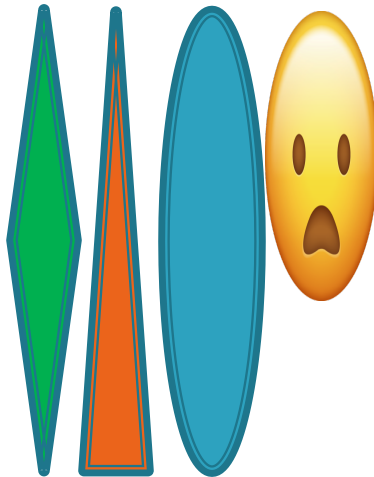
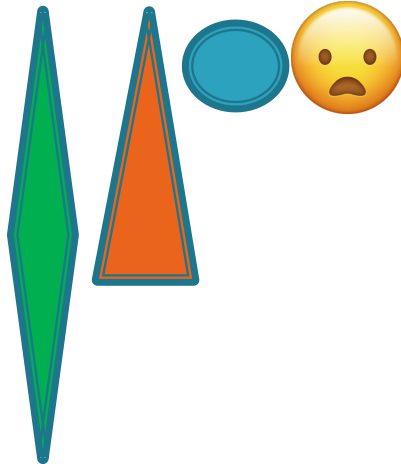
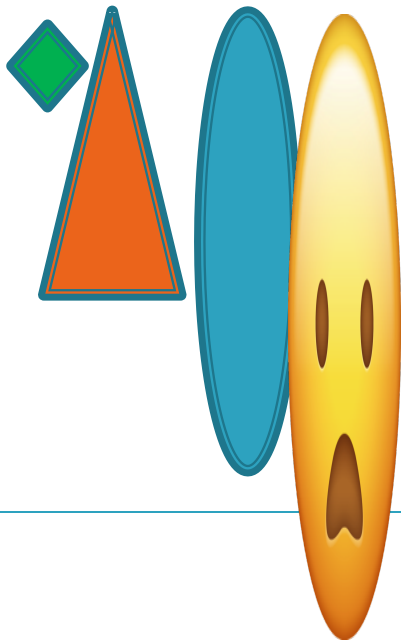
Service

Excellent

Good

Baseline

Unsatisfactory



No Tenure or Promotion if unsatisfactory on any.

Candidate



= Tenure and promotion granted

Candidate



= Tenure and promotion granted

Candidate



= Tenure and promotion granted

Candidate



= No tenure or promotion

Standards for Promotion and Tenure **Early**

Candidates may be tenured and promoted to Associate prior to the end of their probationary period if they attain evaluations of **Excellent in two categories and Baseline or better in the remaining category.**

There are three ways provided by policy to qualify:

Early T&P

Teaching

RSCA

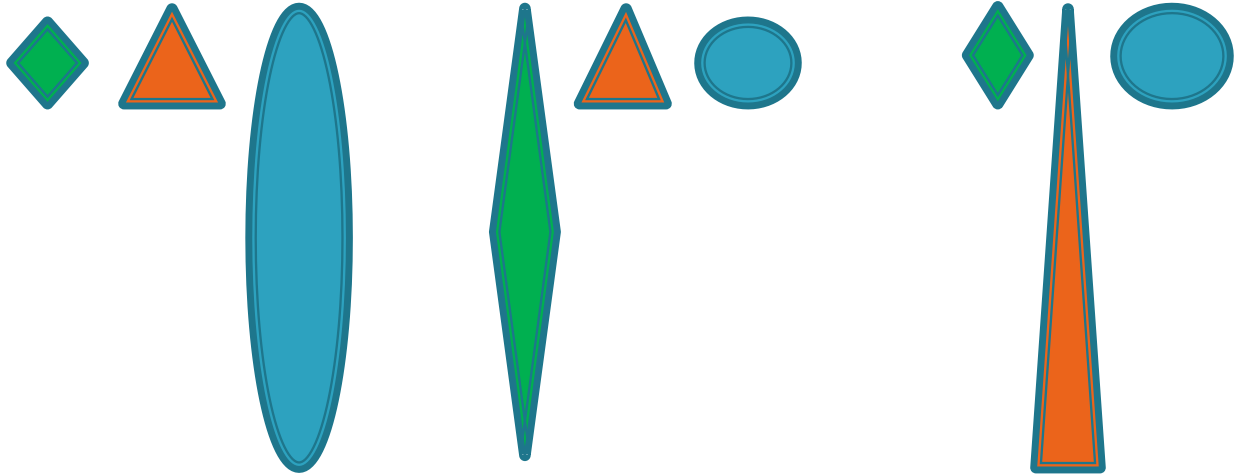
Service

Excellent

Good

Baseline

Unsatisfactory

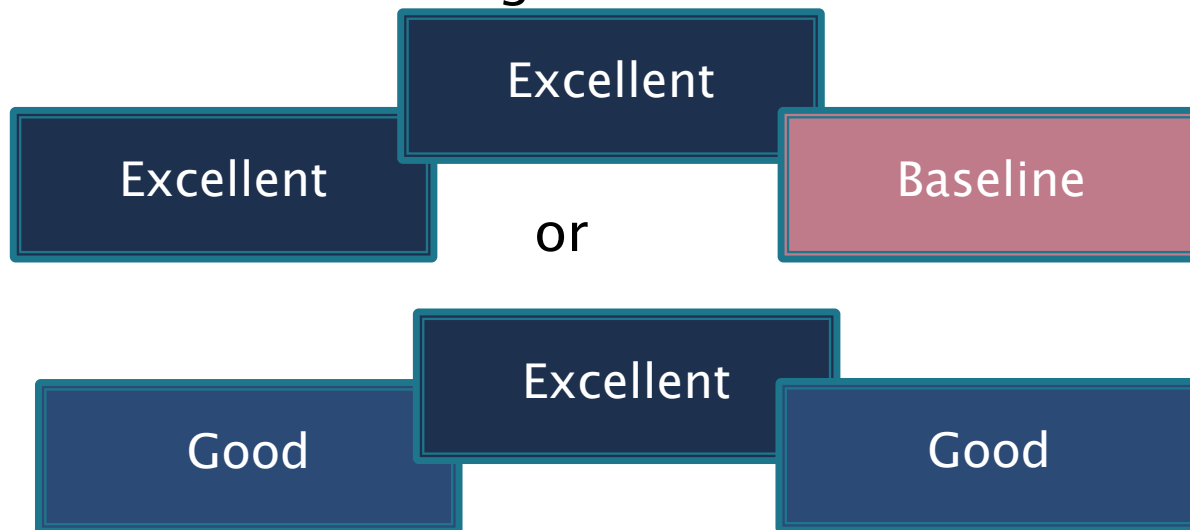


No Tenure or Promotion if unsatisfactory on any.*

**A committee cannot assign an "Unsatisfactory" rating unless a majority of the committee directly vote for the rating "Unsatisfactory."*

Standards for Promotion to Professor at the Normal Time (10th year)

Faculty must meet or exceed one of these profiles across the three categories:



Standards for Promotion to Professor **Early**



Voting

The level of achievement assigned by a committee will be the highest level that receives a majority of the votes. *(e.g., a 6-person committee)*

The levels	The votes	Majority?	The outcome and why
Excellent	2	2/6 NO	The committee decision is "Good" since Good is the highest level to receive a majority of votes
Good	2	4/6 YES	
Baseline	2	6/6 YES	
Unsatisfactory			

eFaculty

All candidate material is entered into eFaculty as directed in the dossier's 3 categories of achievement:

1. Teaching/Academic Assignment
2. Service
3. RSCA

Questions about this interface may be addressed to

efaculty@sjsu.edu

Or contact the vendor's user help desk:

help@interfolio.com

+1 877-997-8807