College of HEALTH & SOCIAL SCIENCES

Preparing and Evaluating Retention, Tenure, and Promotion (RTP) Files

A Handbook for candidates and peer reviewers

SF STATE

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Introduction

Retention, Tenure, and Promotion (RTP) processes at any university can be stressful and confusing. The University and departmental criteria are often written in broad strokes for greater flexibility, but that lack of precision can be anxiety-provoking, because the expectations are not spelled out. No document can offer a fool-proof template for success at RTP, but the purpose of this document is to help you organize your materials and present your achievements in ways that will be understandable and compelling to the reviewers. Ultimately, it's up to the candidate to make the case of deserving tenure and promotion, and pieces of the file, such as the narratives, are among the most powerful tools available to candidates and reviewers.

This document is based on the Senate Policy #F16-241, the latest RTP guidelines available at the time of this writing. Please check the website of Faculty Affairs to make sure this is the most current document. Most of this manual addresses general issues that will not be affected by revisions to the policy, but some of the details may change.

RTP is an ongoing process, rather than a once a year event. The day you begin your academic career, you can begin collecting documents for RTP. Make a folder on your desktop labeled RTP, and put all relevant documents in it as they come in—publications, letters about your teaching, SETE reports, emails announcing acceptance of conference presentations, and so on. You could organize this folder with three subfolders corresponding to the areas of RTP review: Teaching Effectiveness, Professional Achievement and Growth (shortened to "scholarship" sometimes), and Contributions to Campus and Community (shortened to "service"). Make a habit of storing this information on a continuous basis, and the assembling of the dossier for review will be much easier. In addition, you will have at least yearly meetings with your department RTP chair, and/or the department chair about your progress toward tenure and/or promotion. Faculty Affairs and CHSS also hold annual workshops on RTP processes, usually in the spring semester. We highly recommend attending these workshops to stay up-to-date with changes in the RTP processes or websites.

> **TIP:** the dossier for RTP at SF State is called the Working Personnel Action File (WPAF), or now that it is electronic, the eWPAF.

For your first six years or so, the odd numbered years may be short reviews, where you only submit a CV to your committee with your achievements of the past year highlighted. You or the department can request a comprehensive review during those odd-numbered years. The even numbered years are always for comprehensive reviews, and at the sixth year mark, you will be reviewed for tenure and promotion. Some people may apply for tenure and promotion early, for example, if you worked for a few years at another university before coming here, or have a truly outstanding record in all three areas of evaluation. Talk to your RTP chair about the possibility of early tenure if you think you are ready. On the other hand, sometimes life events get in the way of productivity as a faculty member. If you experience illnesses, significant family problems, a pregnancy, or other events that affect your ability to meet RTP criteria, talk with your RTP chair or department chair as soon as possible to "step off the tenure clock" for a year. In the past, some candidates went up for early promotion, and then sought tenure later. The new Senate policy discourages that practice.

Note: If you decide to go up for tenure or a promotion early, or are an associate professor and decide to go up for full, have a discussion with your department chair and departmental RTP chair. If they agree, then email Faculty Affairs about your intention to be considered that year with a cc to your department chair and RTP chair. This allows Faculty Affairs to open the right template for you on Interfolio so that you will be able to upload your files.

Decisions about your tenure or promotion will be made on the strength and quality of your portfolio. Every level of review has been tasked with evaluating only what is in the file, not any outside knowledge of you as a person or you as a faculty member. Your faculty colleagues may know what a wonderful person you are, and how hard you work, but upper levels of review will not know you or your field. The WPAF is where you present a coherent and strong case that you meet the guidelines for RTP in your department, and a place to show how all the disparate pieces of your work at the university and in the community fit together. The committees reviewing your file will look to you to make a logical, analytical case on your own behalf. So make sure that your file is complete, comprehensive, and includes concrete evidence of the quality and impact of your work in all areas.

Once the RTP dossier leaves your hands, many people who are not experts in your field, or even with much familiarity about your department or discipline, will be reviewing the file. Keep this audience in mind, and tell them exactly what you do and why it is important in non-technical language. In this document, we will suggest a number of ways to organize your file and things to consider addressing in narratives or supplementary documents for those comprehensive reviews leading up to, and including, the tenure/promotion review. The suggestions here are intended to help you make a strong case for your retention or promotion. The CHSS wants all faculty members to be successful and earn promotions. This document is directed to three audiences:

1) Faculty seeking retention, tenure and/or promotion,
2) Retention, Tenure, and Promotion Committee members who write the first level letters,
3) Department chairs who write the second level letters.

> **TIP**: There are also many resources available to you on the Faculty Affairs website (https://facaffairs.sfsu.edu/), including a video about using the Interfolio system, Senate policies regarding RTP processes, a handbook for RTP file preparation, the calendar of deadline dates for RTP reports, and much more. Also, the RTP chair for your department is a resource to you as you develop the dossier.

The independent levels of review are listed below. Your file goes sequentially thru the process, with the exception that the provost and UTPC review happens simultaneously.

1. RTP Committee at the Department Level. This level consists of faculty members in your home department who are at a rank above yours. In some cases, such as very small departments or departments with few senior faculty, the committee members may come from outside of your department.
2. The Department Chair. Your department chair files an independent level of analysis, but will have access to, and use the RTP committee report, as part of the evidence reviewed.
3. The College Dean. The dean does a very thorough independent review of your WPAF, the RTP committee report, and the Department Chair's report, and presents your case to the Provost in writing and in RTP discussions.
4. The Provost. Although the Provost and Dean have conversations about each case for tenure and promotion, the Provost issues an independent decision.
5. The UTPC (University Tenure & Promotion Committee). This is an elected committee of five senior faculty members from across the campus. It is likely that no one on this committee will know anything about your field. The committee also issues an independent review.
6. The President of the University. Ultimately, the decision about tenure and promotion rests with the president, but it is extraordinarily rare to have the president deny tenure or promotion if the lower levels of review have all been positive.

At each level of review, if you disagree with something in the report, you have 10 days to file a rebuttal and upload it to the Interfolio site. This rebuttal will be reviewed as part of your WPAF at each level above the rebuttal, so it becomes part of your WPAF. A rebuttal is not a place to record work done or materials received since your file closed, but only to correct errors of fact or disagree with or dispute points made in the RTP report sent to you.

Because the file is judged by its quality, organization, and completeness, if any level of review finds something missing or lacking in clarity in the file, it may be sent back to the faculty candidate. It is particularly important at the level of the departmental RTP Committee to make sure that the file is complete. If files are sent back to the candidate, new deadlines are negotiated to provide time to add missing information and for the reviewers to have more time to complete reports.

Note: This document is based on guidance from Senate Policy S19-241, approved in April of 2019. Please check the Academic Senate website for updates, but keep in mind that your own departmental criteria are ultimately the most important guidance you have for completing your file. The Senate policy is broad and the departmental criteria specific to your case.

Foundational Information

One of the first things to consider is the timing of putting together your file. CHSS policy now requires that RTP committees be assigned by about the first of April every spring, so you will know who is on your committee several months before your file is due. If you are undergoing a short review (just an updated CV), you only need a few hours to prepare. Comprehensive reviews at years 2 and 4 require a few weeks or a month to get ready. The most time-consuming years are the 6th year tenure and promotion review, and the review for promotion from associate to full professor. Those levels of evaluation often require soliciting external reviewers, so that process needs to occur in the spring semester to give those reviewers enough time to review the materials and submit letters by September 1st. Putting together the electronic file for a comprehensive review may take a few months, so be sure to start at least by July. You can consult with the RTP chair or department chair, or attend college or university workshops on RTP to help with that process. If you are going up for tenure or promotion early, please let your department chair know so that Faculty Affairs can be informed. They will have to configure your interfolio site to allow you to upload all the materials you will need.

The foundational information in the portfolio includes your CV, past letters regarding RTP (if applicable), your department's RTP criteria, and narratives about your teaching effectiveness, professional achievement and growth (scholarship,) and contributions to campus and community (service). In the older binder system, this would have started with a table of contents for your file, but the Interfolio system (the online WPAF) has a template that creates an index for you. The new web-based system has the same sections as the old binders. The key to organization in the Interfolio system is clear labeling of all files so that reviewers can find them easily. Please refer to important documents in the WPAF in your narrative so that reviewers will notice them if they are not the required and expected items such as publications and SETE documents.

Sample Index on Interfolio:

I. CV (Label it CV-[your last name]
II. Departmental RTP Criteria (Label it RTP Criteria [your department]
III. Prior RTP reports
IV. Narrative (self-statements about scholarship, teaching, and service)
V. Teaching Effectiveness
VI. Professional Achievement and Growth
VII. Contributions to Campus and Community

Curriculum Vitae (CV)

Be sure to submit the most recent and up-to-date CV, and make sure that all titles of articles, books, chapters, and presentations that are included in your application, are consistent with the titles on the CV. The Faculty Affairs website has a sample template for the CV and we strongly recommend that you use it for the sake of reviewers, who often get frustrated when they are given files with completely different organization of materials, including CVs. The appendix of this document shows an example CV in this format, and this sample CV is also used to generate several of the examples in this document.

In regards to your publications, do include all published work, and work that has been accepted or in press. You may also include works that have been submitted for review, if you have an email verifying submission. These submitted manuscripts are listed only on the CV and the manuscript is not included in your application. If a submitted manuscript is accepted later after you have submitted the file and the closing date has passed, it can still be added to your dossier via a somewhat cumbersome process (see https://facaffairs.sfsu.edu/sites/default/files/WPAF-additions-after-closing-date-2014.pdf).

> **TIP:** Faculty Affairs prefers all documents and sections of the WPAF to be in reverse chronological order, so that your most recent work appears first in each list: publications, grants, courses taught, service activities, past RTP reports, etc. This also applies to your CV.

Some faculty members put tables about their teaching effectiveness (course, semester, year, # enrolled, # who completed SETE, SETE overall score, department mean) on their CV; others prefer to have it as a separate document in the Teaching Effectiveness section. For the publication section of your CV, please separate out different types of publications, such as:

- Peer reviewed journal articles
- Editor-reviewed articles
- Peer-reviewed proceedings and conference presentations
- Invited works (presentations, editorials, commentaries)
- Non peer-reviewed (grey literature—see below, also book reviews, non-invited editorials, etc)
- Work submitted and under review
- Creative Works
- Grants and Contracts
- Prizes and awards for research
- Curricular Innovations (some departmental RTP criteria put this under scholarship and others under teaching—check your departmental criteria to decide where to put it)

When you are ready to upload your CV to the Interfolio system, make sure that you highlight the accomplishments that occurred during the period of review only (typically, this is the past year except for tenure decisions and promotion to full professor). This highlighting allows reviewers to see your progress in a quick glance at the CV.

The period of review starts the date of the last submitted file, which is usually in September or October: be sure to include SETEs, syllabi, and other materials from the fall semester when you last submitted a file.

Departmental RTP Criteria

Every department generates its own criteria for RTP, because each discipline and program is a bit different from each other. These are the criteria you must meet. You can get this policy from the department chair, RTP chair, or on the Faculty Affairs website. Put this document on your eWPAF so reviewers from outside your department can see what benchmarks you must meet. As much as possible, use the language from your departmental criteria when making your case in your narratives. The university has a broad over-arching policy that departmental level criteria must incorporate. The Academic Senate policy is at: https://senate.sfsu.edu/policy/retention-tenure-and-promotion-policy-0.

Past RTP Letters

If this is not your first dossier, you will have letters from your RTP committee, Department Chair, Dean, Provost, and perhaps UTPC to put in this section. Put them all together in one pdf file for each year with the most recent review letter first and the oldest last.

Narratives

Although the three narratives go together and are placed in section IV by themselves, we will discuss the content for the narratives under each of the three major areas of evaluation, as outlined below. For the Interfolio file, put all three narratives into one document.

TIP: Each of the three sections of the narrative is limited to **750 words**, so rather than describe what's already in your WPAF, this is a place to explain discrepancies (one course with high SETE scores or a semester with a different workload), evaluate the impact of your scholarship on the field and to your students/colleagues, outline how you take leadership in service activities, and especially, to evaluate your progress in all three areas. The bulk of the WPAF describes what you have done; the narratives are to <u>evaluate</u> the work you've done in the period of review. Remember that most of the people reading your narrative will not be experts in your line of research or teaching. Avoid technical jargon and explain any nuances of your field that are important for reviewers to understand.

Summary

The first few sections of the eWPAF contain some of the most important documents from the reviewer's perspective, so make sure that they are written and labeled clearly and illustrate your accomplishments. In particular, the CV provides the best summary of your overall developmental trajectory as a faculty member, and the narratives are an opportunity to comment on the impact of your work and evaluate your progress.

Evaluating Teaching Effectiveness

Teaching effectiveness is evaluated by a multi-dimensional review of many different aspects of your teaching practice, from how you construct your syllabus and iLearn sites to student and peer ratings of your teaching, advising, and mentoring, and curricular innovations. Reviewers are guided by University policy, the College vision statement, and departmental criteria **for** teaching effectiveness.

SFSU Academic Senate Policy

The older SFSU Academic Senate Retention, Tenure, and Promotion policy (F16-241) defined seven attributes of effective teaching and lists ways in which evidence may be provided for each. This information is found in the table below and might be useful to you as you think about what to include in your file.

Table 1. Senate Policy Attributes of Effective Teaching

Attribute per Senate Policy (F16-241)	**Possible Evidence per Senate Policy**
A scholarly level of instruction	On the CV: Continuing study, attendance at professional conferences and workshops, course and curriculum development, whether disciplinary or interdisciplinary. On Syllabi: currency and rigor of course materials
Commitment to high academic standards	On Syllabi and Narrative: Written course requirements, evaluation procedures, and student performance.
Commitment to high pedagogical standards	In Narrative: Critical examination of one's teaching behavior, participation in instructional development seminars and workshops, innovations in teaching techniques, and currency in instructional theory and research.
Effectiveness in instructing students	SETE: Student evaluations and comments, Peer Observations of Teaching: letters that analyze your teaching from a peer perspective.
Effectiveness in advising	In Narrative: Descriptions of the nature and extent of advising activities, student correspondence and interviews, and descriptions of thesis and special project advising (may be on CV).
Effectiveness in guiding and motivating students	In Narrative: Student evaluations, comments, and letters; examples of feedback given to students; and examples of willingness to confer with students. If you routinely include teaching assistants in your classes, you can also comment on the value of your teaching for them. It is useful to have a rubric for evaluating teaching assistants and to include information in your eWPAF about how you give them feedback.
Fair and appropriate application of evaluative standards	Syllabus grading policies and procedures and SETE: student evaluations, comments, and letters are used as evidence.

CHSS Vision for Teaching

Scholarly teaching is at the heart and foundation of the College of Health & Social Sciences' mission. To this end, the College fosters excellence in teaching and develops faculty members whose passion for teaching is the spark for the personal, professional and intellectual growth of our students and ourselves. Although expertise in a discipline is a prerequisite to effective teaching, the College believes that scholarly teaching is grounded in the ability to engage students in translating knowledge to meaning, relevance, and application in their personal and professional lives. To achieve this vision, the College cultivates an environment committed to deep and meaningful teaching and learning experiences. We consider the following principles and values essential for such experiences to exist. In turn, these principles and values translate into teaching practices that foster a rich and meaningful educational experience.

Principles & Values

- **Complexity:** Teaching is multifaceted, highly contextualized and nuanced. Therefore, teaching effectiveness cannot be reduced to a single measure.
- **Reflection:** Teachers maintain openness to self-critique and systematic self-observation.
- **Authenticity:** Teachers are open to being transparent and genuine within the classroom as well as with their students and colleagues.
- **Engagement:** Effective teaching involves an openness to developing and engaging students in reciprocal relationships in which learning is co-constructed.
- **Social Justice and Diversity:** Teachers regard education as a transformative process of positive change and growth for students, colleagues and communities. As such, this process of change is enriched by the diversity of knowledge and life experiences that each of us brings to the classroom.
- **Relevance:** Teachers bring meaning to knowledge by translating how theory is applied to students' lives in and outside of the academy.

Teaching Practices

- **Facilitation of Learning:** One of the hallmarks of effective teaching is to facilitate students' understanding of course material and ideas generated in a classroom in the context of their own personal and academic/professional careers.
- **Transformative Learning Experience:** Faculty facilitate a learning environment in which knowledge + meaning + application = an authentic, powerful and meaningful learning experience for the entire learning community.
- **Variety of Teaching Methods:** The practice of teaching should ideally involve a variety of pedagogical methods that keep students actively engaged in the learning experience.
- **Ethic of Care:** Teaching practices need to be imbued with an ethic of care for students, course content, and ideas produced in the context of the learning environment.
- **Social Justice and Diversity:** Teachers regard education as a transformative process of positive change and growth for students, colleagues and communities. As such, this process of change is enriched by the diversity of knowledge and life experiences that each of us brings to the classroom.
- **Transparency:** It is critical to be transparent as we engage in teaching in terms of the reasoning behind using particular pedagogical practices to the expectations faculty members have of their students.

What to Include on the eWPAF

The Teaching Effectiveness portion of your file will contain the following documents:

- SETE evaluations from all the classes you taught in the period under review
- Summary documents that you create to depict SETE data over time: Tables or charts showing your overall ratings on SETE by semester and/or by individual course with the appropriate comparisons; breakdowns by separate items if useful; discussion of qualitative student comments if useful
- Peer Observation of Teaching letters (ask for at least one letter per academic year and preferably more in the probationary years)
- Syllabi for courses taught in the period under review (if you teach the same course over and over, just one syllabus per course is acceptable; usually the most recent one)
- Innovations in teaching, if applicable. These might include innovative assignments or activities, online modules, or other novel aspects of your teaching.

Student Evaluations of Teaching Effectiveness (SETE)

SF State uses a web-based system for Student Evaluations of Teaching Effectiveness (SETE). For detailed information about the system, visit the SETE section in the Academic Technology web site. http://sete.sfsu.edu. When student ratings are used to help demonstrate the quality of teaching, individual data may be compared with averages for other faculty in the department or school. The Academic Senate policy states: "Comparative data may also be used, but should indicate the basis for comparison (e.g., department as a whole, faculty at the same rank, faculty teaching same or similar courses, candidate's ratings over time, etc.)" An additional policy directive states: "Data that have been summarized statistically (e.g., overall mean ratings) should be accompanied by the more detailed data (e.g., time means, course means, etc.) on which they were based."

> **TIP**: Student evaluations can be biased for a number of reasons. For a thorough review of the literature on student ratings of teaching, visit the IDEA Center at Kansas State University, IDEA Paper #50, *Student Ratings of Teaching: A Summary of Research and Literature*.
> http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA_50.pdf

Quantitative Scores

The benchmarks that CHSS uses to review the student evaluation aspects of teaching are for the overall mean SETE to be below 2.0, and indications of being near or better than departmental means or course means. Most candidates compare their teaching to colleagues in the same department, using departmental means, but there may be cases where other comparisons are more appropriate. Some of the types of tables/charts that you could produce from SETE quantitative data include:

- Global semester means compared to department means (as mentioned above, specify whether all faculty, just tenure track faculty, etc.). In some cases, course means over time may be available. For example, some of the more challenging theory and quantitative methods courses are often rated more negatively by students and therefore the course means better reflect your performance than means for all courses in the department averaged. In some departments, graduate students are harsher evaluators than undergraduates and the department may provide separate means for undergraduate and graduate courses.
- Academic year averages.
- The range of scores and any trends over time (this could be addressed in the narrative or a line graph or trend charts like Figure 1 below).
- The number of courses that fall above and below the department means (in the narrative) or above or below the benchmark of 2.0. It is not uncommon to have a few scores that exceed the benchmark, and usually you will know why a particular class was more negatively experienced by students and can explain what happened that semester.
- An item analysis to see if your individual item scores are distributed fairly evenly, or if you are consistently higher on some items. Those patterns may identify areas to work on. You may choose to include a table or chart of this information if there are fairly big differences across the items on the scale.

Qualitative Comments

Again, look for consistent patterns over time that you can either explain in the narrative, or work on in the future. Note when negative comments are mostly about things outside of your control: the layout of the classroom or the time of the class versus your own teaching style and methods. If you have consistent comments about something within your control, like giving timely feedback, you can discuss in the narrative how you are addressing these comments. Reviewers do not expect perfection, but will instead look for ongoing evaluation and improvement.

> **TIP**: It is never appropriate to solicit letters for your RTP file directly from students. If you receive unsolicited letters or emails that directly address the impact of your teaching on the student's life or professional growth, these may be included in a supplemental file. In addition, if you have teaching assistants for your class, you could ask them to write reflections on their growth from the experience, and include these as a piece of evidence of teaching effectiveness. Some departments may ask students for letters for the candidates file. When this is part of the RTP criteria for a department, the solicitation of letters must come from the RTP committee or department chair, not the candidate.

Examples of Ways to Present SETE Data

There are an infinite number of ways to present the SETE quantitative data, and no one best way. Nor is there one best type of comparison for your SETE scores. Some faculty will use departmental means that are averages of all faculty SETE for the semester under review; others will use specific course means or clusters of courses (perhaps your department has didactic courses and clinical courses, and separate means are provided for each type of class). Consider what points you want to highlight and how they can be displayed in the most concise and clear manner. The following examples are meant to serve as guidelines, not mandates about how to present your SETE data. If you have supplemental graphs or tables about your teaching, refer to them in the narrative to draw the reviewers' attention to them. It might be useful to attach them to the same file as your narrative.

Table 2. My course means compared to semester department means over time.

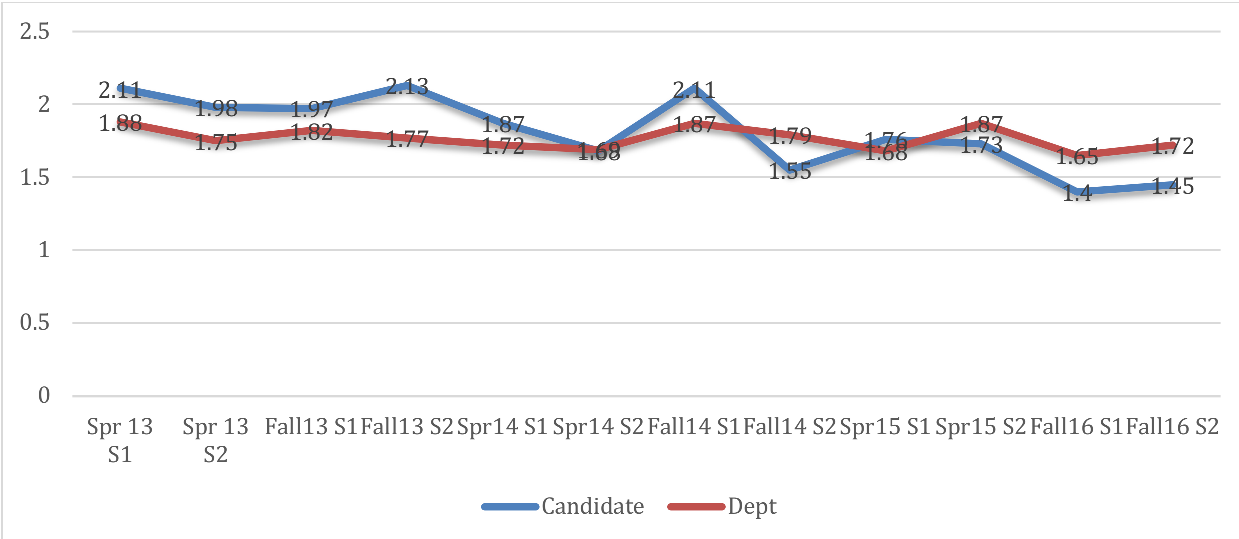
Course/Semester	**# students/# completed evals**	**My mean**	**Department mean** (all courses, all instructors)
XXX 408, F 16	45/38	1.6 (0.24)	1.75 (0.35)
XXX 820, F 16	26/21	1.87 (0.30)	
XXX 408, Sp 16	51/42	1.48 (0.18)	1.80 (0.42)
XXX 820, Sp 16	28/23	1.84 (0.31)	
XXX 415, F 15	75/62	2.24 (0.51)	1.72 (0.38)
XXX 408, F 15	49/43	1.37 (0.22)	
XXX 820, F 15	27/24	1.96 (0.36)	

This table shows a pattern of improvement over time for the XXX408 class, higher scores for the XXX 820 class, which may indicate something about the differences in graduate versus undergraduate courses. There is also a blip for the XXX 415 course—perhaps it was a new class that you just developed and taught for the first time. These are examples of the patterns and exceptions you can address in your teaching narrative.

> **TIP**: Table 2 is an example of the type of information that could be included on your CV, and updated at the end of every semester. If it is on your CV, refer to it in your narrative so reviewers know where to look for this information. Many candidates include a summary table as a separate document in the Teaching Effectiveness file similar to Table 2.

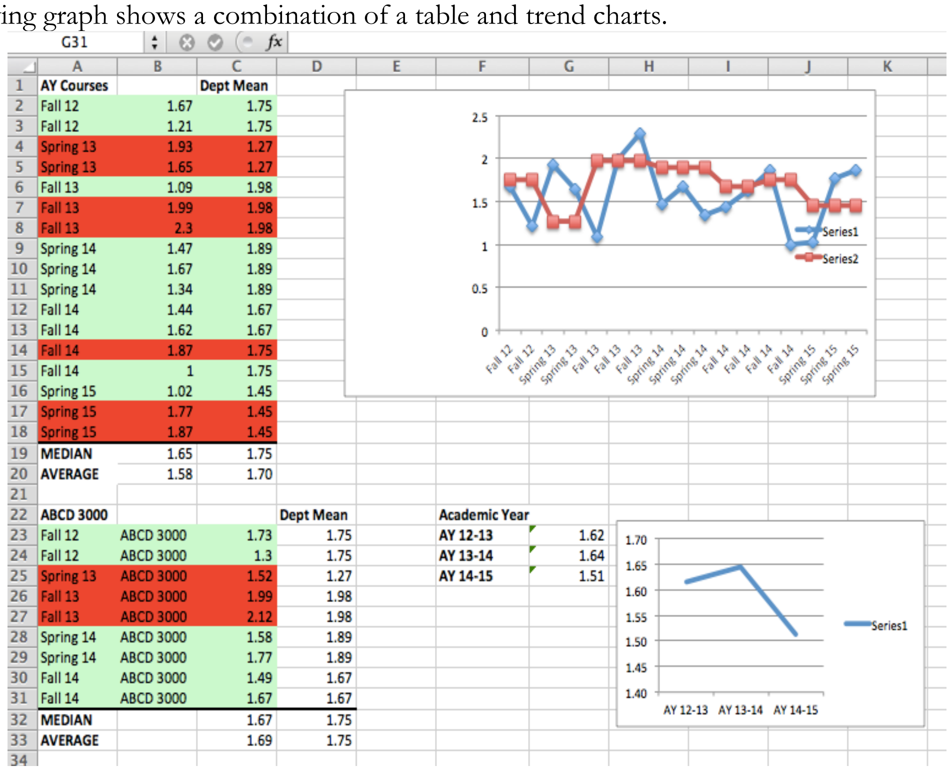
Below, you will find other ways to present data about your SETE quantitative scores. Figure 1 shows a line graph over the semesters under review. In the second example, SETE scores that are above the department mean are highlighted in red for all courses on the side, and for one particular course below. This type of chart might be found in the RTP committee report to highlight scores above and below department means. These scores are also mapped out in two different types of line graphs on the right hand side. Which method bests shows improvement over time?

Figure 1. Overall means by course and semester, 2012-2016: Faculty Candidate and Mean of all departmental courses for the same semester.



This figure shows a pattern of slow but steady improvement in teaching. The few scores over 2.0 would need to be explained in the teaching effectiveness narrative. There may be circumstances such as a brand new course, a quantitative course that students always rate more harshly, or other factors that are unusual. Or you may note the steps you took to improve teaching based on the feedback from those courses. For example, the scores of 2.13 and 2.11 were from a research methods course that students historically have rated worse than other classes in the major. Ask your department chair for individual course means that could put these scores into perspective. If the course means for the past ten years was a 2.24, you are below the department mean for that class. This can be explained in the narrative.

The following graph shows a combination of a table and trend charts.



	A	B	C	D	E	F	G
1	AY Courses		Dept Mean				
2	Fall 12	1.67	1.75				
3	Fall 12	1.21	1.75				
4	Spring 13	1.93	1.27				
5	Spring 13	1.65	1.27				
6	Fall 13	1.09	1.98				
7	Fall 13	1.99	1.98				
8	Fall 13	2.3	1.98				
9	Spring 14	1.47	1.89				
10	Spring 14	1.67	1.89				
11	Spring 14	1.34	1.89				
12	Fall 14	1.44	1.67				
13	Fall 14	1.62	1.67				
14	Fall 14	1.87	1.75				
15	Fall 14	1	1.75				
16	Spring 15	1.02	1.45				
17	Spring 15	1.77	1.45				
18	Spring 15	1.87	1.45				
19	MEDIAN	1.65	1.75				
20	AVERAGE	1.58	1.70				
21							
22	ABCD 3000			Dept Mean		Academic Year	
23	Fall 12	ABCD 3000	1.73	1.75		AY 12-13	1.62
24	Fall 12	ABCD 3000	1.3	1.75		AY 13-14	1.64
25	Spring 13	ABCD 3000	1.52	1.27		AY 14-15	1.51
26	Fall 13	ABCD 3000	1.99	1.98			
27	Fall 13	ABCD 3000	2.12	1.98			
28	Spring 14	ABCD 3000	1.58	1.89			
29	Spring 14	ABCD 3000	1.77	1.89			
30	Fall 14	ABCD 3000	1.49	1.67			
31	Fall 14	ABCD 3000	1.67	1.67			
32	MEDIAN		1.67	1.75			
33	AVERAGE		1.69	1.75			

Peer Observation of Teaching

One method of teaching improvement strategy that most departments employ is to ask peer observers, usually other faculty in the same department, to have conversations with colleagues and conduct a systematic review of the syllabus, iLearn site, and observe at least one class session. At least one peer observation of teaching per year should be conducted during the probationary years, preferably more. Check with your departmental RTP chair or department chair to find out if there is a form for peer observation, and how to go about soliciting peer observation. There is no requirement that observers be of higher rank than the candidates they are observing. This can be a process between equals, but typically department chairs and RTP committee members will contribute at least one peer observation so that they become familiar with the teaching styles of the candidate.

Service Learning and Teaching Effectiveness

Some faculty members include service learning activities in their classes, where students have hands-on experiences in the community. If you include service learning components in your classes, you may want to highlight what effect this experience has had on you as a teacher and on your students and what community partners have said about the experience. You could bundle this information into one document labeled "Service Learning [course number and semester/year]". Criteria and documentation by which a faculty member and RTP reviewers can evaluate service learning as a component of teaching include:

1. The service learning contributions relate to the faculty member's area of scholarship (note this in the narratives of both teaching and scholarship).
2. The faculty member's service learning contributions are responsive to a recognized need of individuals, organizations or other entities in the community and have a significant and lasting impact (refer to letters of support or MOUs from the agency).
3. Service learning interactions are carried out in partnership with the community being served (refer to letters of support).
4. The service learning methodology used provides a way for students to process and synthesize the impact of service learning experiences on their understanding of the subject matter of the class (address in the narrative and/or with evidence from qualitative student comments).
5. The faculty member acts as a role model for students and other faculty, especially in developing the students' understanding of the importance of community involvement.

San Francisco State University is a national leader in the implementation of community service learning. The **Institute of Civic and Community Engagement** (ICCE) is the SFSU hub for information about and support for service learning. Help in implementing and evaluating service learning is available from ICCE staff and on their web site. http://icce.sfsu.edu

Application of Technology and Online Teaching

In addition, you may have developed innovative ways of using technology in your classroom and may want to include this in narratives and perhaps as supplemental documents that demonstrate the effectiveness of these innovations. Students may comment on use of technology in the SETE, and you can quote them in the narrative if you choose.

> **TIP:** Academic Technology (AT) is the SFSU hub for information about and support for using and applying technology in teaching. AT offers a wide range of support services, in person and on its extensive web site. Workshops are offered frequently on a variety of topics related to incorporating technology into teaching. http://at.sfsu.edu

Materials and data resulting from engaging in the Quality Online Learning and Teaching (QOLT) program are an effective way to demonstrate excellence in applying technology to the teaching/learning process. Academic Technology established the QOLT initiative at SFSU in 2013, in coordination with the California State University, "to provide a framework to support faculty in self and peer analysis of effective blended and online course design. The initiative is centered around an evaluation instrument containing 10 sections and 58 objectives that is used to evaluate and inform the quality of course design and teaching strategies." CHHS has a representative participating in this program. http://qolt.sfsu.edu/

Advising/Mentoring

Another role of the faculty member is as an advisor. In your narrative, you may want to note whether you have any unusual advising roles for your department (perhaps you are the sole advisor for students in your program for a period of time), and comment on your availability, accessibility, and helpfulness to students seeking career or institutional guidance. Academic Senate has this to say about advising:

> Academic advising is inextricably linked with student learning. In partnership, classroom instruction and academic advising assist students in weaving together the strands of personal and intellectual learning which are the marks of a true higher education. Through skillful academic advising students are guided toward the timely completion of their studies as well as the identification and fulfillment of academic and career goals.

Three areas of advising are identified, (Facilitating Intellectual and Personal Development, Enhancing Academic Performance, and Ensuring Progress Toward Graduation) each with behavioral objectives that provide touchpoints for evaluation. The specific responsibilities of faculty advisors are defined, again providing measures for evaluation. Ultimately, refer to your departmental RTP criteria to see how advising is addressed. Because advising is handled differently in different departments, you might want to spell this out in the narrative. For example, if your department has a dedicated person who does all the undergraduate advising, that would explain why you have advised few students (or maybe you are that person who does the bulk of the advising!). Some people keep track of the number of letters of recommendation for graduate school or jobs that they have written for students.

Intersections of Teaching with the Scholarship of Teaching and Learning

CHSS highly values the scholarship of teaching and learning. If you publish in peer-reviewed journals on pedagogical issues, this information is included in the Professional Growth and Achievement section of the WPAF. However, if you informally collect information on your own pedagogical strategies to guide your own improvement as a teacher, then you should include information about these activities under teaching effectiveness by mentioning them in the narrative and providing some documentation or summary of the data you collect to guide your improvement in teaching. For example, some faculty collect mid-term evaluations so that they can adjust their teaching as necessary to meet student needs. If those evaluations have provided useful information, you may want to include them in your WPAF.

Several universities have developed extensive web sites to assist with the implementation of scholarship of teaching and learning (SoTL) research.

- ***Michigan State University:*** This site provides links to introductory information, articles, examples, journals that publish SoTL research, conferences, associations, and other resources dedicated to SoTL. http://fod.msu.edu/oir/scholarship-teaching-and-learning-sotl

- ***University of Central Florida:*** The Faculty Center for Teaching and Learning web site includes definitions of SoTL from around the U.S., and links to other online resources that can be downloaded, such examples of SoTL journals, articles and other resources. http://www.fctl.ucf.edu/researchandscholarship/sotl/

- ***Illinois State University:*** This site includes an extensive bibliography of books and articles on SoTL. http://sotl.illinoisstate.edu/resources/

Tutorials

- ***Carnegie Foundation and the University of Indiana-Bloomington:*** Jointly, they have developed a tutorial covering SoTL descriptions, definitions, parameters, scope, examples, methodologies, and publication ideas. http://SoTL-tutorial-1.pps

- ***Vanderbilt University:*** Nancy Chick, Assistant Director of the Center for Teaching, has developed a well-organized and comprehensive tutorial that contains all the elements necessary for initiating a SoTL project , from understanding what it is and its benefits, to all of the steps in "Doing SoTL." Videos and visuals throughout explain, describe, and expand on concepts. https://my.vanderbilt.edu/sotl/

The Teaching Effectiveness Narrative

Here are issues you might address in the teaching narratives. To save space, you can refer to information in tables, charts, or word documents in the dossier to supplement your argument.

- State your personal teaching philosophy and pedagogical strategies (first short paragraph).
- Discuss the nature of the courses you have taught during the review period (within your specialty or not, new preps, how many different courses).
- Evaluate your developmental progress as a teacher: are your SETE scores improving over time? Have you introduced new innovations? Explain discrepancies or higher scores that seem to be outliers (a challenging cohort, a difficult class that is always rated more negatively than others in the major, other circumstances).
- Compare your performance to others. Typically, this means using departmental means, but use the point of comparison that is most relevant to your situation.
- Describe what you are doing to become a better teacher—trying out new innovative assignments, using technological tools to increase engagement, attending workshops and conferences to improve your teaching, etc.
- Evaluate your strengths as a teacher, referring to pieces of evidence in the WPAF.
- Support your self-evaluation with what other people said about your teaching (students, peers, department chairs, etc).

TIP: The 750 word limit for each narrative is firm, so be concise. Prioritize the content of the narrative on how you are developing as a more effective teacher and explaining any variations in your scores or comments from students from departmental means.

The two examples below focus only on explaining SETE scores. A full narrative addresses all the pieces of teaching effectiveness evidence. The first example is purely descriptive, whereas the second elaborates on the candidate's development as a teacher.

Example of a Descriptive Narrative

Since coming to SF State in the fall of 2015, I have taught three different courses in my department. In fall of 2015 and spring of 2017, I taught XXX408, an undergraduate capstone seminar and XXX820, a graduate research methods course. In the fall of 2016, I added XXX415, a specific skills class in my major, to my workload and continued to teach 408 and 820. In general, my course SETE means are comparable to the departmental means (see Table 2), with my scores ranging from 1.58 to 2.41. In general, student comments on the SETE indicate that they find me to be "passionate," "compassionate," and "helpful." In fact, two students mentioned that my class was the best course they had taken at SF State.

> **Note:** there is nothing in this paragraph that a reviewer could not have found in other documents. The narrative is the place to explain and evaluate your teaching. Try starting with some comments on your teaching philosophy in which to ground your teaching experience. And also address the negative student comments—everyone has them, so use them as a linchpin for identifying how you can improve as a teacher.

Example of an Evaluative Narrative

When I came to SF State in 2015, I had only a vague notion of a teaching philosophy. I was exposed primarily to lecture classes until I reached doctoral training, and never had any explicit education about pedagogy. I naively just wanted students to learn the knowledge and skills they needed for our field. Two years of teaching experience here have caused me to reflect on my development as a teacher, and start to intentionally alter the way that I teach. In addition, I attended two workshops on campus on pedagogy, and attended a pre-conference continuing education day-long program on pedagogical strategies for success in my field in the summer of 2016. I am working to become a student-centered teacher, attuned to the differences in my students and the need for multiple forms of teaching strategies to enhance engagement and motivation. I conduct periodic evaluations of how the class is going so I can make changes as needed (see example of monthly class check in forms that students complete in my teaching effectiveness section). For example, students found one assignment to be confusing and they did not understand its purpose (relevance). Based on their feedback, I showed how the assignment was linked to learning outcomes and broke down the assignment into two parts that made more sense to students.

Table 2, Teaching Workload, shows the courses I have taught since arriving at SF State and the SETE means for my classes compared to the departmental means. I quickly learned after the first semester, that I needed to be more student-centered and began to incorporate more hands-on learning and less lecture in my classes, and my scores have continued to improve in those first two classes, HED 408 and 820. My score of 2.41 the first time I taught XXX415 reflects my lack of preparedness for this class that was somewhat out of my area of expertise. I was asked to take over the class from a faculty member who required a medical leave, with only 3 weeks to prepare. However, the second time I taught the course, my SETE courses approximated our department means. I was able to make the course my own by selecting readings and course topics that better reflected my expertise the second time, whereas I tried to follow the other faculty member's syllabus the first time. Student comments on SETE are mostly positive and recognize my passion for teaching and the discipline. Early on, I got a lot of comments about my lectures being too fast, not having the powerpoints available to students for review, and covering too much material in a short time. I sought out training on pedagogical strategies to revise lectures and put some of them on line, and to develop in-class hands-on group activities to teach the more difficult content. Student comments note that these changes were successful my second semester of teaching.

> **Note:** This example is more interesting to read and shows the developmental process of becoming an effective teacher. Nearly every faculty member has to learn and grow and the narrative is the place to evaluate how you have been evolving as a teacher.

Summary

The following items might be included in the WPAF under Teaching Effectiveness:

- Teaching Narrative (the narrative has its own section on Interfolio separate from Teaching Effectiveness; you bundle all three narratives into one document)
- Table or list of classes taught by semester/year (or put on the CV) with the appropriate comparison data
- Information about any alterations of teaching load such as leaves, assigned time, release time (this is usually in the Narrative or in a table)
- SETE documents for each course including summer school and winter session

- Course syllabi. If you have taught the same course several times, you need only include the most recent version of the syllabus for this class.
- Peer Observations of Teaching letters
- Selected course materials to demonstrate innovations such as study guides, innovative assignments, mid-term evaluation tools and findings, etc (optional: only if you have these)
- Documentation of advising/mentoring effectiveness (optional—this might be on your CV)

Evaluating Professional Achievement and Growth (PAG)

This section presents resources to assist in developing and evaluating work in the area of Professional Achievement and Growth, or scholarship. SF State and the College of Health & Social Sciences expect tenure track faculty members to have active research programs, contribute to the development of knowledge in their fields, and disseminate that information as widely as possible in their teaching and to their peers and discipline through publication and conference presentations at minimum. Funding for your scholarship, through grants or contracts, is generally not a requirement of RTP, but if you have secured funding, show how you have leveraged the funds to disseminate your research. The number of dollars of grant funding generated is not a useful metric for RTP; instead reviewers look to see what you did with the money, so link any grant funding to the products that resulted from the grant.

CHSS recognizes that the departments and programs within the college are diverse and there are disciplinary differences in how scholarship is conceived and evaluated. Therefore, each program/department has its own RTP guidelines. Faculty seeking tenure and/or promotion, and members of RTP committees need to be intimately familiar with the guidelines for their own departments. This document provides broader guidance about publication and about writing evaluative narratives and letters that consider the candidate's entire body of research.

This section of the document provides relevant information for new researchers, such as guidelines for ethical publishing, the peer review process, considering the role of grey literature, choosing and assessing the quality of scholarly conferences, journals, and presses (including open access publishing, predatory journals and publishers, and impact factor), and some guidelines for writing about the impact and quality of a body of work for PAG narratives and RTP reports. We begin, however, with our College Vision statement on scholarship.

CHSS Vision for Scholarship

The College of Health & Social Services Task Force on Scholarship's *Collective Vision for Scholarship* (http://chss.sfsu.edu/chss/node/24) presents (a) the vision of scholarship that inspires faculty work, (b) the values that are the foundations of that scholarship, and (c) the principles that guide faculty actions and reflect these values.

Vision Statement

Consistent with the social justice mission of the University, the hallmark of the College is its belief in the potential of scholarship to right a wrong—an act of intellectual advocacy to serve the public good, to wrestle with critical social problems, and to transform how individuals, communities, and institutions function—by advancing and disseminating the knowledge and practice of specific disciplines. This purpose is best achieved when scholarship is supported as a faculty-initiated and faculty-driven process that emerges from their intellectual curiosity, expertise and professional identity. To affirm the breadth of faculty interests and to honor the spectrum of academic disciplines, the College embraces an inclusive view of scholarship as discovery, integration, application, teaching, and engagement. We value scholarship that is ethical, innovative, interdisciplinary, collaborative, theoretical and applied.

Principles for Assessing Faculty Scholarship

- Multiple Indicators: Utilizes a range of criteria to evaluate scholarship. The College regards the evaluation of faculty scholarship as a complex process that is best achieved through an analysis of multiple criteria rather than reliance on any single criterion. Faculty who, through their scholarly pursuits, invest themselves in the training of future scholars are especially recognized in the College.

- Quality and Quantity: Recognizes the evaluation of scholarship as a balance between quality and quantity. While quality and quantity are both integral to this evaluation, there is an emphasis on multiple indicators of quality, such as innovation, professional and community impact, quality of publication venue, and so forth.
- Peer Assessment: Supports the fundamental role of faculty in evaluating scholarship. Faculty from relevant fields and disciplines are critical to the assessment of the significance and quality of scholarship.
- Funding for Scholarship: Celebrates the full range of scholarship, with and without funding. The College views funding as a means to support scholarship rather than a goal of scholarship. Faculty members are encouraged to obtain funding only to the extent that such grants are needed to advance their scholarship, their professional agenda, and/or the welfare of the community.
- Developmental: Respects the evolving process of scholarship and one's scholarly agenda and accomplishments. We recognize that the skills to pursue a scholarship agenda are honed over time and that tangible scholarly outcomes require sustained dedication.

Categories of Scholarship/Research

The Task Force identified six categories of scholarship and research that are relevant for college faculty:

1. Community-engaged scholarship – Active partnership with community members or organizations and/or community members have clearly defined roles in research. Examples include community-based participatory research, action research, and other forms of close involvement with communities.
2. Creative work – Arts and humanities or media. These types of products translate research or evidence-based principles into innovative formats that foster dissemination of theory, practice, or research.
3. Teaching-informed scholarship – Includes pedagogical research or curriculum research.
4. Student-engaged scholarship – Student research training grants and student mentoring in scholarship; Projects are initiated by students and a collaborative effort between faculty and student that goes beyond standard mentoring/advising.
5. Practice-driven scholarship – Informs practice of a discipline or involves testing intervention in a discipline.
6. Basic or applied research. These are the usual types of research that advance a field, including systematic reviews of the literature, qualitative research, and quantitative research.

Grant Funding

This information is usually on the CV, and referred to in the Narrative. At minimum, on your CV, please list the title of the grant project, your role on the grant, your time effort devoted to the project, the funding source, the period of the grant activities, and the amount of money awarded. This is typically done in two categories: **Internal funding** includes SF State and CSU funding streams and **External funding** includes local, state, or federal government agencies, private foundations, or corporate sponsorship of research. Many faculty members have written grants that have supported other activities, such as student success or created scholarships or services for students, or have received awards to improve some aspect of teaching. These are listed under the appropriate category of teaching or service. If you have several grants, you may want to indicate what conference presentations, journal articles, and/or other products such as technical reports, came out of each grant. Grants that were submitted, but not funded are listed only on your CV. The effort certainly counts even if you did not get funded.

Supplemental Tables

When preparing the table for the PAG section of the WPAF that describes your work and contribution to co-authored work, you may choose to indicate the category of scholarship and research from the six listed above.

This places your work in a context that is useful to reviewers. For example, the table for peer-reviewed journal articles might look like this:

Article Citation/status (in press, under review, or year of publication)	Information about the journal (is it the main journal for your professional organizations? Reach the audience you need to reach? If desired by your department, you can include journal impact factor here.	# of times cited	Type of research and my contribution (if more than one author). Note if any students were authors here.

If your field focuses more on writing books than articles, the table might provide the book citation and information about the publisher or press in the first two columns.

In your narrative, you can stress the impact of your work; how does it add to the knowledge and skills of your field of study? If often cited, how do other authors talk about your work? Has it led to policy or practice changes in your field? You may also want to discuss how your body of research aligns with your professional or college or university mission statements. Because the narratives are so short, tables such as the one below allow you to provide more context about your publications that will help reviewers see the value of your work and your contribution to each published study. Table 3 is based on the sample CV provided in the appendix.

Table 3: Peer-Reviewed Journal Articles Impact Analysis

Article Citation	**Journal Information**	**# times cited**	**Type of research and contribution if more than one author.**
Eliason, M. J., DeJoseph, J. & Dibble, S.D. (2010). Nursings' silence about lesbian, gay, bisexual, and transgender issues: The need for emancipatory efforts. *Advances in Nursing Science, 33(3), 206-218*	This is the top generalist nursing journal for academic researchers, focused on pressing contemporary issues.	131	The idea for the paper was mine. We worked as a team to review 10 of the highest rated nursing journals for content on LGBTQ issues. I did the majority of the writing up of our results. This is a content analysis.
Eliason, M.J., DeJoseph, J, Dibble, S., Deevey, S., & Chinn, P. (2011). Lesbian, gay, bisexual, transgender and queer questioning (LGBTQ) nurses' experiences in the workplace. *Journal of Professional Nursing,27(4),* 237-244.	We chose a journal to reach the audience we needed: practicing nurses and administrators	44	This article summarizes a mixed-methods survey of LGBTQ nurses experiences in the workplace, and found that over 1/3 experienced hostile or unwelcoming environments. We shared equally in the conception and data analysis of the project and I took the lead in writing the article.
McElroy, J.A., Haynes, S., Eliason, M., Gilbert, T., Minnis, A., Toms-Barker, L., McDonnell, C., & Garbers, S. (2016). Healthy weight in lesbian and bisexual older women: A successful intervention in 10 cities using tailored approaches. *Women's Health Issues,* 26(S1), 18-35.	This is the top journal in women's health, with the highest impact factor.	5	This article outlines quantitative analysis of a pre/post intervention study conducted across 5 sites in the U.S. I was PI of one site, and part of the main writing team for this article, contributing about 25% of the content. It was the first ever federally funded intervention study of older sexual minority women.
Eliason, M.J., Radix, A., McElroy, J.M., Garbers, S., & Haynes, S. (2016). The "Something Else" of sexual orientation: Measuring sexual orientation identities of older lesbian and bisexual women using National Health Interview Survey (NHIS)	This is the top women's health journal by impact factor.	4	I took the lead in conceiving of this paper and writing up the results. Analysis was done by Garbers, Radix and McElroy drafted the literature review, and Haynes contributed to the discussion.

questions, *Women's Health Issues*, 26(S1), 71-80.			
Eliason, M.J., Garbers, S., McElroy, J.M., Radix, A., & Toms-Barker, L., (2017). Comparing lesbian and bisexual women with and without disabilities in a multi-site 'healthy weight" intervention. *Disability and Health Journal, 10(2), 271-278.* http://doi.org/10.1016/j.dhjo.2016.12.005	This journal is the main outlet for articles on disability-related health disparities, thus the audience we wanted to reach.	5	This quantitative data analysis compared women with and without physical disabilities on intervention outcomes related to quality of life, nutrition, and physical activity. I conceived of the idea and wrote most of the article; Garbers did the data analysis and others contributed to all sections.
Eliason, M.J., Streed, C.G., & Henne, M. (2017). Coping with stress as an LGBTQ+ healthcare professional. *Journal of Homosexuality,,doi: 10/1080/00918369.2017.132822.*	JH is the leading interdisciplinary journal on LGBT issues.	4	I conceived of the idea and collaborated with Carl Streed, who was a mentee and a medical student at Johns Hopkins when we began. We developed the survey instrument and the thematic coding system. Michael Henne, a graduate student in Health Education, helped with the content analysis for this qualitative paper.
Streed, C.Jr., & Eliason, M.J. (2017). Trauma and resilience in LGBTQ healthcare professionals. In Ekstrand, K., & Potter, J. (Eds), Resilience in LGBT Populations, NY: Springer Press.	This chapter is part of a peer-reviewed, edited volume.	1	Dr. Streed and I shared equally in the conception and writing of this chapter, where we reviewed the literature on experiences of LGBTQ healthcare professionals in the workplace.
Elia, J.P., Eliason, M.J., & Beemyn, G. (in press). Mapping bisexual studies: past, present, and implications for the future. In Swan, J., & Habibi, S (Eds). Bisexual studies. NY: Haworth	This chapter was editor-reviewed, as part of an edited book.	None-still in press	We were asked to contribute the first chapter to set the historical and current needs for addressing bisexual studies in the academy. Dr. Elia drafted the outline oversaw the writing and contributed 50% of the piece; Drs Beemyn and I each contributed 25% of the chapter content.

Ethical Publishing

Faculty members are expected to publish only in reputable journals and to use presses that provide peer review or at least editor-review of book manuscripts (non-peer reviewed publications can sometimes be counted as service or teaching—for example, a report written for a local non-profit agency, or an article written for a professional newsletter). In addition, researchers are held to high standards of research ethics in the design and implementation of research as well as in data analysis and interpretation. This section addresses both issues. A primary resource for best practices in ethical research and publishing is the Committee on Publication Ethics (COPE). Four of its publications are listed below.

- *Committee on Publication Ethics (COPE)* http://publicationethics.org
  COPE provides advice to editors and publishers on all aspects of publication ethics. Established in 1997, it now has over 10,000 members worldwide from all academic fields. While COPE's target audience is journal editors and publishers, it has published documents about publication ethics that are very relevant to authors. If you have a question about the ethics of a particular press or journal, this site may be helpful.

- *Guidelines on Good Publication Practice*
  These guidelines address study design and ethical approval, data analysis, authorship, the peer review process, redundant publication, and plagiarism.
  http://publicationethics.org/files/u7141/1999pdf13.pdf

- *Responsible Research Publication: International standards for authors.*

A position statement developed at the 2nd World Conference on Research Integrity, Singapore, 2010. This document delineates standards for responsible research in nine areas: Soundness and reliability, honesty, balance, originality, transparency, appropriate authorship and acknowledgement, accountability and responsibility, adherence to peer review and publication conventions, and responsible reporting of research involving humans or animals.
http://publicationethics.org/files/International%20standards_authors_for%20website_11_Nov_2011_0.pdf

- *What Constitutes Authorship?*
  When conducting research in collaboration with others, there are sometimes challenges in deciding the order of authors. Or you may have challenges in knowing whether a student research assistant should be an author on the paper or listed in the acknowledgements. This document presents current definitions of authorship, applying authorship at a journal level, and common scenarios about who qualifies for authorship and who does not. Authorship agreements need to be negotiated when you start a collaboration to avoid conflicts or misunderstandings. They can always be re-negotiated later.
  http://publicationethics.org/files/u7141/Authorship_DiscussionDocument_0_0.pdf

Peer Review

An important consideration in evaluating scholarly work is whether it has been peer reviewed. RTP committees often have little or no expertise in the subject matter of a faculty candidate, thus must rely on peer review. Peer review is the evaluation of scholarly work by other people in the same field or subspecialty area in order to maintain or enhance the quality of the work in that field. In the case of tenure and promotion decisions, two types of peer review are important. First is the peer review process that happens with journal articles and books (and sometimes book chapters). These types of peer reviews are solicited by editors, not the faculty members themselves.

Manuscript peer review

Depends on the independence, and in most cases, the anonymity of the reviewers (and in many cases, the reviewers are not given information about the identity of the authors either) in order to obtain an unbiased evaluation. Typically, the reviewers are not selected from among the close colleagues of the faculty member, but from a pool of reviewers for the journal or press. Potential reviewers are required to disclose of any conflicts of interest. The article by Voight and Cunningham below provides a good explanation of the peer review process.

> Voight, M.L. & Cunningham, B.J. (2012). Publishing your work in a journal: Understanding the peer review process. *International Journal of Sports Physical Therapy, 7*(5), 452-460.
> This article includes a detailed set of sample peer review guidelines.
> http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3474310/pdf/ijspt-07-452.pdf

Most publishers include their peer review guidelines in the journal publication or on their web site. In terms of book publishers, those that provide peer review of manuscripts are considered more rigorous than presses that conduct only in-house reviews, or no review at all. Self-published work is not to be included in the PAG section.

External peer review

When a candidate is up for tenure and promotion review in the sixth year or up for promotion to full professor, peer review is conducted for their body of work as opposed to a single manuscript. Many CHSS departments now require or highly recommend outside reviewers of scholarly work. This takes on a higher level of review of one's program of research rather than individual articles or books. These reviews are solicited by RTP chairs and are very helpful to both candidates and RTP committees, whose members may not be experts in the candidate's field of study. Candidates for RTP are asked to nominate potential outside reviewers, but not contact them personally; the RTP committee chair must do all the correspondence with outside reviewers to keep the process objective. Even if your department does not require external reviewers, you may want to request this at the time you are going up for tenure and promotion if no one on your RTP committee is familiar with the type of research you are doing. Check your RTP criteria to see if external review is required or recommended and consult with your RTP chair about the process. The process of soliciting external reviews can be long, so a candidate is asked to nominate names in the spring semester before they go up for RTP so that reviewers can be contacted and review materials in the summer to meet early fall deadlines.

Including Grey Literature

Grey literature is a term for document types produced at all levels of government, academics, business and industry, and community nonprofit organizations in print and electronic formats of sufficient quality to be collected and preserved by library holdings or institutional repositories, but not controlled by commercial publishers (i.e., where publishing is not the primary activity of the producing body). Some examples of grey literature include:

- Technical reports
- Patents
- Working papers
- Government documents
- Policy documents/briefs
- Conference proceedings
- White papers
- Symposia

Grey literature is particularly important as a means of distributing technical, public policy, and practice information. Professionals note its importance for two main reasons: research results are often more detailed in reports and conference proceedings than in journals, and they are distributed in these forms up to 12 or even 18 months before being published elsewhere. Some results simply are not published anywhere else. Public administrations and public research laboratories produce a great deal of "grey" material, often for internal and in some cases "restricted" dissemination. The notion of evidence-based policy has also seen some recognition of the importance of grey literature. The University of Pennsylvania Library's web site offers a good description of how to use and evaluate grey literature.
http://guides.library.upenn.edu/content.php?pid=286667&sid=2358328

The Grey Literature Report is a bimonthly publication of The New York Academy of Medicine alerting readers to new grey literature publications in health services research and selected public health topics. The database platform is keyword searchable and serves as an archive for the cataloged reports. Academy priority areas include healthy aging, prevention, and eliminating disparities. http://www.greylit.org/

See the section below on assessing quality in RTP scholarship narratives and reports for more information on deciding whether, or how, to include grey literature that you created or contributed to in a WPAF or CV under scholarship (as opposed to service or teaching), and how to describe its impact to RTP committees and other reviews of the RTP documents.

> **Example:** You have a state contract (rather than a research grant) to produce a treatment manual about smoking cessation for use in substance abuse treatment facilities in the state. Someone else is doing the evaluation of the implementation of your manual. You produce a technical report about the development of the manual and how to implement it, and this is posted on the state agencies website. Is this research or service?

Guidelines for Selecting and Evaluating Journals/Presses

All faculty members are sometimes challenged when trying to find the right outlet for their work, and one that will review and publish their work in a timely fashion. In the old world of print journals, the process of submission was long and arduous (usually sending three photocopies by mail then waiting months for the reviews, and up to a year before seeing the work in print). Now, with online submissions, open access publishing, and a proliferation of journals and other dissemination venues, the process is much faster, but even more perplexing. In recent years, there have been a growing number of cases of faculty members not getting tenure because they published in the "wrong" venues—in predatory journals, either by mistake or in desperation to get more publications. This section compares open access publishing to predatory publishing, and then addresses ways to assess the quality of the press or journal. Many faculty members have been enticed into a predatory publisher's web and before they realize it, have signed over copyright of their work, which is not peer-reviewed and often disappears completely within a few months.

Open Access Publishing: Open access is the free (to the reader), immediate, online availability of scholarly articles, coupled with the rights to use these articles in the digital environment. Materials found via open access may or may not be peer reviewed and the rapid increase in open access publishing has led to a debate as to whether the peer review system is being threatened. Membership groups have been formed to monitor open access venues:

- Open Access Scholarly Publishers Association: http://oaspa.org/
- The Scholarly Publishing and Academic Resources Coalition: http://sparc.arl.org

The Directory of Open Access Journals (https://doaj.org) is an online directory that indexes and provides access to high quality, open access, peer-reviewed journals. Additional information:

> Bjork, B.C. & Solomon, D. (2012). Open access versus subscription journals: A comparison of scientific impact, BMC Medicine 10 (73).
> http://bmcmedicine.biomedcentral.com/articles/10.1186/1741-7015-10-73

Predatory Journals and Publishers: Predatory publishing is an exploitative open-access business model that involves charging publication fees to authors without providing the editorial and publishing services associated with legitimate journals (open access or not). Jeffrey Beall, a librarian and researcher at the University of Colorado, maintained a list of predatory journals and publishers until recently when he stopped because of threats. https://scholarlyoa.com/publishers/. He also used two documents from the Committee on Publication Ethics (COPE) to develop a comprehensive set of criteria for determining predatory open access journals and publishers. https://scholarlyoa.files.wordpress.com/2015/01/criteria-2015.pdf. The following article provides a good overview of predatory publishing.

> Kearney, M.H. & The INANE predatory publishing practices collaborative (2014). Predatory publishing: What authors need to know. *Research in Nursing and Health*, (38), 1-3.
> http://onlinelibrary.wiley.com.jpllnet.sfsu.edu/doi/10.1002/nur.21640/epdf

Think. Check. Submit. provides a basic checklist that faculty can refer to when they are choosing a trustworthy journal to which to submit their work. http://thinkchecksubmit.org

Tips that you might have a predatory journal:

- They contact you personally via email and invite you to submit an article. Sometimes they cite an article you wrote recently as an example of exemplary work and the reason they want you to submit a manuscript to them. Often they ask for a very short piece and want it within a week.
- The language is a bit off, suggesting the writers are not native English speakers "Dear gracious madam, we read your magnificent article on anal warts with delight and invite to submit your stellar work to the Journal of Science."
- They promise very quick review of your article—sometimes only a few days.

Predatory Conferences: Many of the same companies that engage in predatory publishing also host bogus conferences. Sometimes these are in exotic locations and the conference brochures look much like travel brochures. Beware of conferences that are too general: "International Psychology Conference" and seek a high fee for presenters (sometimes a higher fee than is listed for attendees). Stick with conferences of known professional organizations in your field.

Impact Factor: The impact factor is a measure of the frequency with which the "average article" in a journal has been cited in a particular year or other time period. The impact factor has been used in the process of academic evaluation as a gross approximation of the prestige of journals in which individuals have been published. However, criticism surrounds the use of the impact factor in faculty evaluation. The European Association of Science Publishers "recommends that journal impact factors are used only - and cautiously - for measuring and comparing the influence of entire journals, but not for the assessment of single papers, and certainly not for the assessment of researchers or research programmes either directly or as a surrogate." http://www.ease.org.uk/sites/default/files/ease_statement_ifs_final.pdf

A group of editors and publishers of scholarly journals, meeting during the 2012 Annual Meeting of the American Society for Cell Biology in San Francisco, developed a set of eighteen recommendations referred to as the San Francisco Declaration on Research Assessment. Their first, general recommendation was "do not use journal-based metrics, such as Journal Impact Factors, as a surrogate measure of the quality of individual research articles, to assess an individual scientist's contributions, or in hiring, promotion, or funding decisions." http://www.ascb.org/files/SFDeclarationFINAL.pdf

In short, you may cite the impact factor of journals in which you have published in your WPAF as a very rough indication of the quality of the journal, but for making a case for the impact of your own scholarly work, you may want to rely more on number of times your own work is cited and/or how your work is used (assigned reading for a class at another university, reprinted in an anthology, cited in media reports, used to change a policy, etc) rather than the impact factors of the journals in which you have published.

Assessing Quality in RTP Scholarship Narratives and Reports

Comments about the quality of one's publications and body of research as a whole are relevant for the scholarship narrative. Use the hierarchies below to build a case for the impact of your work on the field. Narratives can include a very brief descriptive summary of your body of work (for example that you have met the departmental RTP criteria of at least one peer-reviewed publication per year), followed by an evaluation of that work in the framework of the particular field. The same holds true for RTP committee reports—they are less valuable if they only summarize the candidate's record. These reports are supposed to be evaluative.

These guidelines and hierarchies are not meant to imply that only the highest level in each category be considered or that the candidate has products in every category. Instead, faculty members are expected to have a range of scholarly products in many of these categories. To evaluate the impact of one's work, these guidelines help to delineate and put the work into a larger context. For example, a few single or first authored articles of empirical research in peer-reviewed journals would be rated as more impactful to the mission of dissemination to other academics than would a textbook or several publications in non-peer-reviewed venues. However, in many fields, research translation and dissemination to local communities is highly valued, thus should be counted as high impact scholarship. The types of scholarship valued in your department should be laid out in department level RTP guidelines, so use the language in those guidelines to support your case.

The key to deciding what to include in the PAG is generally whether it has been peer-reviewed. Products such as self-published books, newspaper articles, and editorials do not count as scholarship, but may be included in the service or teaching section of the dossier, depending on how they are used. CHSS also highly values research published in conjunction with students. This collaboration can be highlighted in the table that summarizes the faculty member's contributions to each publication. Grey literature can be included in the PAG section if you have evidence of its impact: for example, a faculty member conducted an evaluation of a community-based smoking prevention program for adolescents that was subsequently cited in ten scholarly journal articles and cited in a scientific hearing at the Centers for Disease Control. This now has evidence of scholarly impact and has been verified as quality information by peers.

Quantity of scholarly outputs is generally not as important as the quality. A very loose guideline in many departments is for one peer-reviewed publication per year, but quality must be taken into account. If most of these publications are from lower in several of the hierarchies below, that number may not be sufficient for tenure or promotion. If every publication is near the top of the hierarchy, a smaller number may suffice. Each candidate has the opportunity to make a case for the quality of their work in the professional achievement and growth narrative statement, referring to supportive evidence in their CVs or separate documents in the file.

Hierarchy of Quality: Authorship

1. First or only author
2. Second author or dual authored papers
3. Third or more in list of authors
4. Part of a group that uses organization/name instead of individual authors (e.g. an expert panel or committee)

Exceptions: in some fields, community-based work and other participatory projects might have multiple authors and highlight community partner authors. These collaborations are highly valued. On the table and in your narrative, you can note your high level of contribution to these projects, even if you might not be first or second author. Finally, in some fields, the senior investigator or faculty director of a lab is the last author on a paper. Reviewers will not know the conventions in your field, so be sure to report your contributions to the work in a clear manner. Refer back to the table earlier in this section about how to report your level of contribution to co-authored work.

Hierarchy of Types of Research: Peer Reviewed

1. Empirical research (quantitative or qualitative)
2. Systematic review of the literature, meta-analysis, or theory development
3. Descriptive review of the literature, chapters in books that are peer-reviewed
4. Opinion pieces, case studies, letters to the editor that critique research or policy—these may be reviewed only by editors

Exceptions: This manual targets health and social science disciplines, but some interdisciplinary faculty members may be from disciplines that values other types of scholarly products, such as literary criticism or creative works. Check your departmental RTP guidelines for the type of research that is valued.

Quality of Peer-Reviewed Journals

1. Journal is considered to be one of the top venues for the profession/specialty (the journal associated with the professional association to which you belong, or is a journal that is highly respected in your field).
2. Journals that focus on clinical issues or specific audiences important for the author to reach (for example, journals associated with narrower specialty areas or that translate research into practice recommendations).
3. Online only journals that require payment from authors and are not associated with reputable publishers are harmful to your case. If you accidentally got caught in a predatory publishing situation, do not include that article in your file.

> **TIP:** non-peer reviewed materials might be included in the professional growth and achievement section of the WPAF only if the faculty candidate can provide documentation of the impact of these materials on the field. For example, a technical report might be widely cited in peer-reviewed journal articles, or a newspaper article might outline how your policy brief changed attitudes of legislators and led to changes in the law. The guideline for including grey literature that is not peer-reviewed as scholarship is to include written documentation that the material has had scholarly impact on the field.

Non-Peer Reviewed (not considered as rigorous as peer-reviewed, but of value to the field)

1. Research published as a technical report that is widely disseminated or used to generate policy or change in community health (e.g., grey literature); provide documentation that this work has impacted the field (e.g., cited in research publications),
2. Invited papers in journals/books,
3. Articles in professional organization's newsletters,
4. Products that translate research information for working professionals or lay people in communities (pamphlets, consumer guides, technical instructions, evidence-based treatment manuals, documentary films, etc.)
5. Blogs that are widely cited or downloaded by the consumer audience that the candidate studies or works with might be considered if your department criteria allows for it. Typically this type of work would be considered as service or teaching, depending on the audience of the blog and whether there is written evidence to show its impact on the field.

Books from reputable publishers (competitive and peer-reviewed)

1. Single or first authored from reputable press for professional audience
2. Editor of a volume for professional audience
3. Textbook for students (at some universities, this is considered service rather than scholarship—check your departmental criteria to see where to put this)
4. Author/Editor of a book for lay audiences (could be considered as teaching or service depending on how it is used)

TIP: Books that have been previously published as separate chapters and have not been substantially changed for the book format cannot be counted as another independent piece of work. A book is considered as a whole, as one example of scholarship, and is not considered chapter-by-chapter. If you have updated a book that was used at one level of review, you will need to provide evidence of how this new edition is different from the older version. Minor updating of a book generally is not considered as a new publication.

Assessing Impact of Work

- Citation indexes. One way to show that your work has had impact on the field is to report how many times each of your articles or books have been cited by others. Google Scholar shows this information. Of course, the more recently a work has been published, the less likely it is that others have cited it yet, but you may want to highlight articles that have a high rate of citation and focus on those. As you progress in the RTP process, you can show trends in how your work is cited by others.
- Awards. Indicate if you have won awards for your research. This might include being the most downloaded article for the year for that journal, or being recognized at a conference for the work.
- Recognition in professional associations and professional newsletters. Maybe your work was highlighted by a specialty group in your discipline—this shows impact.
- Interviews by the media. Some faculty members are approached by the media to talk about their publications—this also shows wide impact of your work.

Scholarship Narratives

Topics to include in the narrative are your research agenda or areas of study, explained in lay terms, a summary of the impact and quality of your work as a whole (rather than individual articles/books which are already listed in the table), and a bit about your ongoing projects that are not yet reflected on your CV or WPAF, and your future plans. Identify your developmental trajectory as a scholar in this narrative. We give two examples here. The first is a less helpful descriptive narrative, and the second is a much more compelling evaluative example. Both narratives are based on the example table earlier in this section that summarized publications.

Descriptive Example of a PAG Narrative

My research area focuses on LGBTQ (lesbian, gay, bisexual, transgender, queer) health, with a specific emphasis recently on intervention studies—that is studies that try to improve the health of LGBTQ populations. As shown in Table 3.2, I have 6 published peer-reviewed journal articles and 2 chapters in editor-reviewed books. In addition, I have presented seven scholarly presentations at conferences in my area of study, and five of these were peer-reviewed presentations. All seven of the presentations were ultimately submitted as journal articles. These works represent mixed methodologies, with the two chapters being systematic reviews of the literature (on resilience in LGBTQ healthcare professionals and on research on bisexuality) and were published in well-respected presses (Springer and Haworth). Of the peer-reviewed journal articles, four of these were mostly quantitative data and two were qualitative studies. I was first author on 4 of my 8 publications, and a major contributor on the others. All of the journals I have published in have high impact factors, and some are the main outlets for my field (LGBT Health, for example).

From 2013-16, I was part of a multi-site project across the U.S., and was the principal investigator for one of the five sites. This study, funded by the Office on Women's Health of NIH, was one of the first intervention studies ever conducted with sexual minority women, and focused on achieving "healthy weight." Three studies have been published thus far from this project (McElroy, Haynes, Eliason, et al., 2016; Eliason et al., 2016; and Ingraham, Eliason, et al., 2016) and three more studies are under way (two under review, one nearing completion).

One of my earlier publications (Eliason, DeJoseph, & Dibble, 2010) has been cited over 130 times. I conceived of the idea, and my co-authors and I together conducted a systematic review of the content of the top 10 scholarly journals in nursing, searching for LGBT content. We found only 8 such articles among the more than 5000 articles published in a five-year period in these ten journals. The article urged the discipline of nursing to create a welcoming and inclusive climate for nurse researchers to conduct and publish LGBTQ-related research.

I have two additional articles under review (one on the effect of PTSD on treatment outcomes for older sexual minority women and one on health literacy among LGBTQ people), and have several works in progress, mostly from the dataset of the intervention study. I have submitted six grants in the past five years (4 internal and 2 external), and received funding from the Office on Women's Health (2013), Lesbian Health Fund (2013), and ORSP (2014).

In summary, I have continued to focus on LGBTQ health in my research at SF State, and have published 6 articles and 2 chapters as well as 7 scholarly research presentations of my work during this review period, meeting the RTP criteria for my department for scholarship. I will continue to seek grant funding for my work.

> **Critique**: The first paragraph merely repeats what can be found in the table, and is a dry accounting of numbers and methods. The focus on numbers of publications, presentations, and grants displays a quantitative focus, and says nothing of the quality or the impact of the work. Below, you will find an example that does a better job of describing impact and thus, evaluating the work.

Evaluative Example of Professional Growth and Achievement Narrative

My research agenda has been focused primarily on LGBTQ (lesbian, gay, bisexual, transgender, queer) health, a relatively new field devoted to the disparities in mental and physical health that have been found to result from living in a culture where stigma associated with one's sexuality or gender often results in harassment, discrimination, and violence. My own work in this field ranges from studies on the lack of attention to these issues in the nursing research literature and of the needs of LGBTQ nurses, and on the effects of societal stigma on the health and well-being of LGBTQ populations. I have been able to make some major contributions to this literature. Table 3 (see CV) describes my publications in terms of my role as author, the impact of the journal, and the methodologies employed. Over my time as an assistant professor, I have developed from doing very simple descriptive reviews and survey studies, to systematic reviews that can form the basis for theoretical frameworks, and in the past two years, have addressed one of the most often identified gaps in the research literature: intervention studies utilizing quasi-experimental methods.

One example of the impact that I have had on the field of nursing is the article on "nursings' silence" (Eliason, DeJoseph, Dibble, 2010). This article has been cited over 130 times. We subsequently presented this information at a two conferences. The first was a conference of nurse journal editors, and we found them eager to rectify this "nursing silence" on LGBT issues. Since that conference in 2011, many nursing journals have sent out calls for papers on LGBT topics and have developed databases of competent reviewers for these articles. The second time was a presentation to LGBTQ nurses, many of whom were graduate students. Several of them have contacted me for guidance on conducting LGBTQ research themselves, increasing the pool of LGBTQ researchers in nursing (see for example, the letter from Johnson inviting me to be on his dissertation committee). This article, of all the ones I have published, may have had the greatest impact in terms of actual changes in the nursing literature. Changes in the research literature will ultimately change nursing practice as well.

The second major area of impact has been the cross-site study of "healthy weight" in sexual minority women. Much research shows that sexual minority women have higher body mass and greater risk for mental and physical health problems than heterosexual women, but no studies until ours have attempted to intervene. Our team articles on the intervention, recruitment, major findings, and secondary findings, were published as a special issue of *Women's Health Issues*, the top journal in the field of women's health. I was lead author on two of the 8 articles in this special issue. Two examples of publications that are considered very important to my discipline include: the first ever study of how women with physical disabilities respond to a healthy weight intervention (Eliason, Radix et al., 2017), addressing how disability might affect successful achievement of nutrition and physical activity outcomes, as well as quality of life changes. The second dealt with the issue of how to define/label sexual identities, and highlighted how current measurement systems are inadequate to address the complexities of sexual and gender identities and expressions (Eliason, Garbers et al., 2016). Prior to our studies, there were only five published articles reporting on interventions with sexual minority women; we have now more than doubled that number.

I have also published or submitted articles on my individual study, including the first study in the literature to address community-based participatory methods with older sexual minority women (Eliason, submitted). This data set has now been used by two graduate students for their thesis projects (see CV), and has resulted in two conference presentations and two manuscripts in process, that will be submitted before this year is over; one on the effects of PTSD on intervention outcomes, and the other examining the role of lifetime discrimination on physical health. I anticipate having at least two additional articles from this dataset.

In the future, I hope to include more students, both graduate and undergraduate, in my scholarly work as this experience working with graduate students has been mutually rewarding, and to seek further funding to refine the intervention and test it in a clinical trial with a more diverse sample of urban and rural women, thus building on the valuable experience of a multi-site study.

In summary, my body of work as a whole has been examining different aspects of health disparities among LGBTQ individuals, and has contributed to the field's understanding of how stigma affects mental and physical health and quality of life, as well as contributing to our knowledge of how to conduct intervention research among the relatively hidden population of older sexual minority women. The expertise I have gained from these studies puts me in a position to further the College of Health & Social Science's mission of doing social justice work, and enriches my teaching as well, as many of the lessons learned generalize to other marginalized populations, and I have involved students as part of my research team. I have exceeded departmental criteria for one publication per year (I have two per year or more) and publication at professional conferences (7). My publications are in well-respected journals in my research area.

TIP: Both the candidate narratives and the RTP reports are to be evaluative rather than descriptive, and ideally, note the methodological rigor, impact, importance of the topic, and value of the candidate's work to the field. Scholarship, like the other areas, is a developmental process, so comment on your evolution as a scholar in the narrative.

Summary

Common documents in the PAG section of the WPAF include:

- Pdf copies of all published work and creative products (links might be necessary to items such as videos or complete books)
- Manuscript drafts with letters/emails of acceptance of the work in press or accepted. In some cases, a hard copy of a book or a DVD of a video might need to be included.
- Letters of approval of funding for grants (no need to include the actual grant applications unless your department criteria requires it)
- Letters from External Reviewers (for tenure and/or promotion, if the department requires them)
- A table outlining information about the journals you have published in and your contribution to co-authored works (may be found on the CV).
- Curricular innovations. Faculty Affairs lists it here, but check your department RTP criteria to see whether this belongs in teaching or scholarship. If you have published articles about the innovation, it definitely belongs here.

Evaluating Contributions to Campus and Community

In some ways, service seems to be less valued in the RTP process than teaching or scholarship, but yet, service is vital to the workings of a university, is critical for faculty governance, and is an important part of the development of the university scholar. CHSS is in the process of developing better ways to document and evaluate the quality of service, and has created a vision statement and principles to guide considerations of service at all levels.

CHSS Vision for Contributions to Campus and Community

The College of Health & Social Services Task Force on Service's *Collective Vision for Contributions to Campus and Community* (http://chss.sfsu.edu/node/176) presents activities that support these values and are vitally important in the service of the College's commitment to quality education for all students.

Vision Statement

Contributions to campus and community are paramount to our mission. Within these categories, College policy and practice recognizes the importance of both contributions to the governance of the Departments, the College and University and to the civic engagement of faculty and students with the various communities we serve. Effectively addressing the most pressing health and social issues of our time requires community partnerships that inform our teaching and scholarship. Within our various communities, service is essential to effect positive health, social change, intellectual growth and increased quality of life. Our contributions to campus and community enhance the well-being of individuals and communities. We are proponents of equity, social justice and environmental sustainability. Our service activities ultimately involve advocating for, and working toward, the public good, including the betterment of institutions within all of our disciplines. Our contributions (or forms of service) are best achieved when they are initiated by faculty who derive intrinsic satisfaction from such service activities. The College endorses a breadth of service activities and strongly encourages faculty members to be involved in a blend of community-based as well as on-campus forms of service.

Examples of Service Activities

Campus

- Serving on Departmental, College-wide and University-wide committees and/or task forces:
  - Chairing a committee or task force
  - Helping a committee or task force to meet its goals
  - Contributing to a search committee
  - Participating in school or department program review and/or accreditation activities.
  - Contributing as a member or leader of a task force to address an issue facing the campus community
  - Participating as an elected member in faculty governance
  - Writing a task force report
- Leading faculty governance activities
- Providing leadership and/or coordination for the effective functioning of a unit
- Representing the university in a public media forum
- Serving as a faculty advisor to student organizations
- Mentoring fellow faculty members

Community

- Engaging in community-based participatory actions and other activities that increase the quality of life in, and across, communities
- Consulting with private and public, profit, and not-for-profit organizations by applying expertise to enhance the efficiency or effectiveness of the organizations served

- Assisting the public through a clinic, hospital, laboratory, or center
- Serving on boards of community-based and nonprofit organizations
- Participating in community service learning activities (see also Teaching).
- Making research understandable and useable in specific professional and applied settings
- Providing public policy analysis for local, state, national, or international government agencies
- Testing concepts and processes in real-world situations
- Giving presentations or performances for the public
- Evaluating programs, policies, or personnel for agencies
- Engaging in seminars and conferences that address public interest problems, issues, and concerns and that are aimed at either general or specialized audiences such as practitioner or occupational groups
- Participating in governmental meetings or on federal review panels or advisory/grant review committees for large foundations
- Engaging in economic or community development activities
- Participating in collaborative endeavors with schools, industry, or civic agencies
- Communicating in popular and non-academic media including newsletters, radio, television, and magazines
- Writing a textbook for an undergraduate course
- Designing and/or delivering workforce development education for the field

Service to a discipline or profession include but are not limited to:

- Contributing time and expertise to further the work of a professional society or organization
- Promoting the image, prestige, and perceived value of a discipline or profession
- Organizing a professional conference or symposium
- Establishing professional or academic standards
- Serving as an elected officer of a professional society
- Serving as a peer reviewer of manuscripts for a journal or press

Values and Principles for Evaluating Contributions to Campus and Community

- **Intrinsically Motivated:** Significant participation in faculty governance is essential to the well-being of the department, college, and university. Faculty recognize the need for contributions and service at all levels. These service needs are best achieved when faculty freely decide what service activities they undertake to campus and community. Faculty maintain an understanding that service activities should be a personal interest, related to their professional disciplines, and become an integral part of their teaching and scholarship.
- **Necessity of Outreach:** Faculty are encouraged and supported to reach out to community institutions, organizations, and entities to forge partnerships in the interest of the public good.
- **Student Involvement:** Whenever possible students should be encouraged to participate in service activities and be mentored by faculty thus creating a college-wide culture of participating in meaningful service.
- **Mutual Purpose and Shared Benefits:** Faculty and community partners create service projects that serve the needs of both our campus and the community. Faculty understand the power of reciprocity through collaboration.
- **Quality and Impact:** It is critically important that ongoing assessments of the quality and impact of service activities be undertaken using valid qualitative and/or quantitative measures. Quality service should be able to demonstrate impacts on promoting equity, social justice, sustainability, individual and/or community well-being. Furthermore, as faculty become tenured, hence more senior and

gaining in expertise and stature, there is an expectation of commensurate development in the depth and breadth of their service contributions and an increase in their leadership roles.

- **Faculty Governance:** Faculty regularly serve on committees at the departmental, college-wide, and university-wide levels to ensure the integrity of this governance process as well as to enhance the organizational functioning of the institution.

Evaluating Service for the WPAF

Service constitutes 20% of the workload of a tenure-track faculty member, and departments rely on service to get the curriculum, student services, and administrative work done to recruit, admit, retain, and graduate students. CHSS recommends that at least half of this time be devoted to departmental service in the form of curriculum committees, admissions committees, RTP, search committees, and other groups necessary to get the work done. This work can be explained in a table of service activities that outlines the committee membership and the candidate's role on the committee or group, and/or in the service narrative. For service to the College, broader University, professional organizations, or local communities, some form of written documentation is necessary. A sample table summarizing service is shown below:

Table 4. Summary of Service Activities

Service Activity	Type of Service	Role/Products/Outcomes	Link to evidence
Graduate Program Admissions Committee	2 meetings per year, plus 10 hours of outside work to review candidates for our graduate program	Primary reviewer for 20 applicants, part of decision-making team for all applicants	N/A
College Teaching Taskforce	2 meetings per semester; 3 year commitment	Advise the college on issues of teaching excellence, plan and implement at least 1 event per year. I presented a 2 hour workshop on writing across the curriculum in 2016. In 2017/18, I will chair this taskforce.	See letter from Associate Dean Elia (Teaching Taskforce Letter)
Advisory Committee for Homeless Coalition of SF	Part of an 8 member board who conducted a needs assessment of clients of the agency	I developed the needs assessment tool, trained volunteers to collect information, analyzed the data, and took the lead with help from the other board members, to write a report that is posted on the agency website .I have been on this committee from 2014 to present.	See technical report (Homeless Coalition Needs Assessment Report)

The service section of the eWPAF will contain the written documentation of service activities, and may include deliverables, such as technical reports written for a community agency, a white paper from an expert panel for a professional organization, a newspaper article about the candidate's work for a local group, and so on. If you are asked to serve on a task force or do a special project for your department, college, or university, ask for a letter from the chair or leader of the group that outlines your role. Perhaps you helped write, or totally wrote a grant to get student services in your department, or to fund a scholarship—that would be considered service.

In many ways, the service area can be the most difficult to evaluate and the process of review should keep in mind three things. First, this area of evaluation must be documented in a manner that is no less exacting than that required for teaching and scholarship. Second, the CFA/CSU contract requires that tenured/tenure-track faculty participate in service to the university, profession and to the community. Third, activities in the area of service extend to the use of one's specialized knowledge, expertise, or teaching skills to non-university audiences. Candidates for retention, tenure, and/or promotion must furnish credible evidence that he or she has made significant contributions to both the campus (department, college, and university) and the community categories of service contributions. When you ask for letters about your service activities, please ask the writers of these letters to provide some evaluative comments, rather than mere description of the activity.

The following set of quality indicators provides faculty members with a framework for presenting their community and professional service work and enables evaluators to assess the quality of that work. The list of quality indicators is not exhaustive, nor are the indicators meant to be equally weighted for each faculty member. These quality indicators will be useful in evaluating all service work; however, their salience will differ depending on the work being evaluated and the instances of application (i.e., a single service activity or an overall service record).

"Points of Distinction" Criteria from Michigan State University

1. SIGNIFICANCE
To what extent does the service initiative address issues that are important to the public, specific stakeholders, and the scholarly community?

2. CONTEXT
To what extent is the service effort consistent with the mission of the university and department/school, the needs of the stakeholders, and the available and appropriate expertise, methodology, and resources?

3. SCHOLARSHIP
To what extent is the service activity shaped by knowledge that is current and appropriate to the issues? To what extent does the work promote the generation, transmission, application and utilization of knowledge?

4. IMPACT (EXTERNAL AND INTERNAL)
To what extent does the service effort benefit and affect the issue, community or individuals, and the university?

> TIP: A full description of application of these criteria and multiple examples of qualitative and quantitative indicators are available at the following web site:
> http://compact.org/wp-content/uploads/2015/05/michigan.pdf

The meaningful application of these quality indicators succeeds only when departments and schools understand, support, and value the role of service in the work of faculty members and outline these in their RTP criteria. In addition, an academic unit needs to engage in active discussions about the ways in which these indicators are applied in its context. This process should result in a clear statement of the definition of service within the department or schools, expectations for satisfactory and meritorious service, guidelines for documentation, and forms of recognition within the department/school.

Department or school discussions about service can also be used to clarify such issues as the use of university resources for service and remunerated service. For example, service carries the connotation of a *pro bono* activity; however, some service is remunerated. Remuneration may be used as an index or an indicator that the activity has become a private business enterprise rather than service. Departments and schools may also consider questions of breadth versus depth of service. Course buy-outs may be granted to faculty who take on larger service roles for the department, college, or university. These buy-outs should include concrete deliverables to demonstrate accountability, such as memoranda of understanding between the chair and faculty member outlining timelines and deliverables. These deliverables can be used as evidence for service.

Guidelines for Documenting Community and Professional Service in Narratives

- Focus on documenting your individual contribution, rather than documenting the project or committee.
- Work to achieve a balance of focus between process and impact.
- Wherever applicable, clarify the intellectual question or working hypothesis that guided your work.
- When presenting community impact, discuss the significance of the impact and how it was evaluated.
- Make a clear distinction between your individual faculty role and that of others in any collaboration.
- Locate the service/outreach activity in a context (campus mission, departmental priorities, national trends).
- Show your individual faculty expertise and experience as inputs.
- Be selective about what information to include; ask yourself whether the information helps make the case for RTP.
- Show the professional service/outreach activity as a platform for future work.
- Strike a balance between brevity and completeness.

Source: Driscoll, A. and Lynton, E.A. (1999). Making outreach visible: A guide to documenting professional service and outreach. Washington DC: American Association for Higher Education.

Much of the activity in service to campus is performed as a member of a committee or a team. The following questions can inform the faculty member's report of these activities and assist the RTP committee in its evaluation:

- If the activity was undertaken with a specific charge, what was the charge?
- Who was the chair of the committee or team?
- What was the specific task of the committee or team?
- What was your role on the committee or team?
- What specific disciplinary expertise or other strengths did you bring to the committee or team?
- Were there specific elements of the committee or team in which you played a major role? What were they?
- Were you the (or a) primary author of specific materials produced by the committee or team? If so, what are they?
- What has been the impact of the committee or team and how has it been determined?

Community and Professional Service as Scholarship?

While many faculty activities fall within the concept of "citizenship," some may be a part of the faculty member's scholarly agenda. For service to be considered scholarly it must be research based, require a high level of discipline expertise, and move the field ahead. In this case, the documentation is more extensive and requires a careful presentation of the importance of the activities and the quality of the work being performed. Common content elements or topics include:

- A basic description of the activity itself, to include purpose, intended goals, participants, and stakeholders.
- Context for the activity, to include setting, available resources, constraints of resources and/or time, and political considerations.
- The individual faculty member's expertise and experience.
- Connection of the current activity to the faculty member's future and past scholarly agendas.
- Choice of goals and methods, with a literature base and working hypothesis directing these choices.

- Evolution of the activity, to include ongoing monitoring, reflection, adaptations, and adjustments.
- Outcomes and impact on various stakeholders, including what the faculty member learned.
- Mode of dissemination to the profession or discipline.

Service Narrative

If you have tables that summarize the type and nature of your service activities, you can spend the words in the narrative to describe the themes that cut across your service activities (perhaps you choose university committees and professional organization activities that all focus on student success or that are compatible with your area of scholarship or you blend service with teaching). You can also discuss your developmental trajectory of service. Typically, tenure-track faculty members begin with only department service and gradually expand service to college and university, as well as take on more leadership roles in all areas of service. Candidates for full professor are expected to have more extensive leadership roles in all areas and serve the College and University as well as their departments on a regular basis. You can also address the ways that your service, teaching, and scholarship are integrated or overlapping.

> **TIP**: RTP committee reviews should address the developmental trajectory of the candidate and the quality and impact of service work. It is important to consider the documentation of service and explanation of your role in the service activity, rather than just lists of committees or advisory boards.

Descriptive Example of a Service Narrative

From 2015 to 2017, I was a member of our faculty as a whole, attending monthly meetings to discuss curriculum and policies and procedures for our department. I also served on the graduate admissions committee, chaired by Professor X, where we reviewed 62 applicants for 25 slots in our graduate program. At the level of the college, I was a member of the Teaching Task Force that met twice each semester to discuss contemporary issues in teaching facing our college. As part of that group, I co-presented a workshop on writing across the curriculum. Next year, I will chair this Task Force. Finally, I am on the advisory board of a community agency on homelessness in San Francisco and took a led role in developing and implementing a needs assessment project to inform the future work of the agency. Table 4 summarizes these activities.

> **Note:** this narrative is merely a repeat of what is already in Table 4. It does not show how these service activities enhance the writer's own work or mention the impact of any of these activities.

Evaluative Example of a Service Narrative

I believe that service is a vital role of the university faculty member, and I choose to engage in activities that enhance my teaching and scholarship, where I can bring some of my expertise to bear in my communities. In my first year, I primarily focused on my home department and took time to listen and learn about the policies and procedures that are important for faculty and students so that I could become a more effective advisor and mentor to my students. I learned most of what I needed to know from faculty meetings in my department that showed me how our curriculum fit into the larger university and what GE courses our students can take. I also volunteered for the graduate admissions committee, because I teach primarily graduate students and wanted more familiarity with the process of selecting students. Reading and rating 62 applicants and helping to decide on the finalist list really helped me understand the diverse quality of our incoming cohort. See letters from my department chair that attest to the active role I took in these departmental service activities. At the college level, my experience in the Faculty Learning Community whet my appetite to learn more about social justice pedagogy and democratic teaching, so I volunteered for the CHSS Teaching Taskforce. This dynamic group discusses ways to help faculty in our college develop as teachers. I worked with a senior faculty member to develop a workshop on writing across the curriculum that was delivered on April 26th, 2017 to 26 participants. This interactive workshop significantly impacted my own teaching as well. Next year, I will assume a leadership role by chairing the Task Force.

Finally, at the community level, I am on the Advisory Board for the Homeless Coalition of San Francisco. My scholarship focuses on structural causation of homelessness, and this service activity keeps me up-to-date with the most recent events and issues that plague our city. I assisted in developing and implementing a needs assessment of one particular geographic region, the SF Civic Center neighborhood, to study the impact of homelessness on local businesses. This work will also inform my next research study where I will build on the findings of that study to extend the work to a model for evaluating effects of homelessness on various aspects of urban life.

In conclusion, I choose service activities that are necessary to the running of my department, and as much as possible, activities that also enhance and improve my teaching and scholarship.

Summary

Items in the Service Section of the WPAF might include:

- Lists and documentation of campus service (department, college, university, CSU).
- Lists and documentation of community service such as professional organization committees, offices, taskforces, editorial boards, manuscript reviewing (see Publons below), or community agency board of directors, advisory committees, volunteer work, clinical services, consulting.
- Deliverables from service activities you have participated in, such as new university policies, technical reports, new curricular plans, and so on.

> **TIP**: Publons is a free compendium of article reviewer work that allows you to download a record of manuscript reviews that you have done. This saves having to keep emails from editors about reviews. See https://publons.com/home/

Interfolio Tips

Interfolio is the software that manages the electronic RTP files for SF State, and was first used in the 2016/17 RTP cycle. Reviewers are only able to open one window at a time and cannot download any document, so having to open multiple documents may be overwhelming. We have made several recommendations in this manual about documents that could be bundled together to avoid having dozens of single pages or short documents in the system. Candidates are advised to make the eWPAF as simple and organized as possible. Consult the Faculty Affairs website for the most up-to-date information on due dates, instructions for using Interfolio, and guidelines for assembling and organizing the eWPAF. A number of links are helpful:

- Video about the eWPAF: https://facaffairs.sfsu.edu/ewpaf-guidelines-3
- Help tutorials on eWPAF: https://athelp.sfsu.edu/hc/en-us/categories/203264867-eWPAF

TIP: When you load the sign-in page, remember to click the link for partner institutions and do not enter your login information until you get the SF State interface.

Do not wait until the week or two before the deadline to become familiar with Interfolio. Although it is not as time-consuming as the old binder system, it still takes time to learn. The first time you use the system, you might want to start by reviewing the videos at least a month before materials are due.

Under each section, Faculty Affairs prefers to have documents listed in reverse order, or that is, the most recent documents first. For example, under Professional Achievement and Growth, articles or books that are in press would appear first and your oldest materials last. If you have used the recommended CV template, all of your materials will be listed in this reverse order, making it easy to put the Interfolio files in this order.

Once all of your files are uploaded, make sure that you click the submit button to move the document to the RTP Committee level of review. Every time a new report is uploaded to Interfolio, you will get an email informing you of the document and asking you to either approve it or submit a rebuttal.

TIP: If you accidentally press the button to send your files to the RTP committee before you are done uploading materials, you will have to contact Faculty Affairs to get the file unlocked.

Rebuttals

If you disagree with a decision or find a major error of fact in an RTP report at any level, you have 10 days from the time of receipt of the report to file a rebuttal letter on Interfolio. If you file a rebuttal, it becomes part of your eWPAF and goes forward to subsequent levels of review.

Post Tenure Review (PTR)

The College values ongoing efforts for improvement in all areas of faculty work for the university, and university policy requires a review of this work at least every five years after receiving tenure and promotion to associate, or promotion to full professor. Each department is required to develop a policy that provides the benchmarks for adequate faculty performance after tenure and outlines the process of PTR. In the College of Health & Social Sciences, a main priority for tenured faculty is to maintain excellence in teaching. Thus far, the university has not mandated, nor suggested that the Interfolio system be used for post-tenure review. Rather this process stays internal to the college. The department chair and two other faculty members at equal or higher rank, constitute the post-tenure review committee, and the reports go to the Dean, and then to the personnel file in Human Resources and the routing form also goes to Faculty Affairs to acknowledge that the review has been completed. If your department has not created its own policy, the Senate policy will be used, as outlined below.

Any candidate who is eligible for a promotion but has decided not to pursue promotion, must notify their RTP chair, department chair, Dean of the College, UTPC committee, and Faculty Affairs in writing of their decision (Senate Policy F16-241).

University Post-Tenure Review Policy

Reference Number: S14-122
Senate Approval Date: Tuesday, April 08, 2014
formerly #F84-122 and #90-122)

PURPOSE

San Francisco State University is dedicated to supporting and maintaining faculty development. The Policy on Post-Tenure Development and Review outlines how SFSU supports faculty in the years following tenure and promotion through a process that encourages self-reflection, recognizes faculty contributions, identifies areas needing support, and enhances opportunities for further development. The policy is consistent with SFSU's mission of educational excellence and encourages a culture of continuous feedback and professional support. It is also aligned with Article 15 of the Collective Bargaining Agreement (hereafter Agreement), which stipulates periodic evaluation of tenured faculty in the California State University System. The Policy on Post-Tenure Development and Review recognizes the autonomy of individual departments to identify appropriate processes for upholding the relationship between individual faculty members and new and ongoing department-level objectives, highlighting scholarship and contributions to campus and community, and discussing continued faculty development. Each review is considered an opportunity for the faculty member to highlight their professional accomplishments and growth over the past five years and to consider their career path for the upcoming five years.

Individual departments shall act as the forum for the faculty member to showcase and share aspects of their careers at SFSU every 5 years after tenure. The review process itself provides recognition of faculty achievements and fosters departmental and cross-disciplinary collegiality and collaboration. Collectively, the products and public documents from the post-tenure review process will demonstrate the University's engagement with and currency to the greater community.

II. PROCEDURES AND BENEFITS

Review of tenured faculty members shall be conducted at intervals no greater than five (5) years least once every five years as stipulated in the Agreement. Tenured faculty on leave status are continuing faculty; the period in which a tenured faculty member is on professional leave is included as part of the five-year interval. Faculty on leave-with-pay status will not be evaluated during the year of their leave. Faculty on the early retirement program and faculty up for promotion are exempt unless the faculty member or department chair or appropriate administrator equivalent requests an evaluation.

By the first day of instruction in the fall semester in the final year of the five-year cycle, the Office of Faculty Affairs and Professional Development shall inform the college and the department by providing a list of tenured faculty to be reviewed. Each department shall inform the tenured faculty no later than 14 days after the first day of instruction of the fall semester to prepare for the review, which will take place during the spring semester. The entire review process should be completed during the spring semester.

The quinquennial review of tenured faculty should take place as follows: All tenured faculty shall be reviewed by departmental peer review, as determined by each department. The process will be the same for both associate and full professors. At minimum, the departmental peer review committee must consist of the department chair, one faculty member selected by the chair, and one faculty member selected by the faculty member being reviewed. Only faculty members of an equal or greater rank than the faculty member being reviewed may serve on a post-tenure peer review committee. If the department chair is of lesser rank than the faculty member under review, the faculty member may invite an additional full professor to serve on the departmental peer review committee. The minimum requirements for review materials shall include the following: a curriculum vitae or Faculty Activity Report, all available teaching evaluations, if any, for the 5-year period being reviewed, and at least one professional activity (hereafter called the "Career Development Activity") determined by the faculty member and departmental peer review committee. Career Development Activities shall include the sharing with colleagues of a professional accomplishment of the past five years related to teaching, scholarship, creative works, or service. Examples of Career Development Activities include, but are not limited to, a performance; a pedagogy workshop; syllabi or course proposals; published work; a work in progress; a community service project; a presentation or colloquium.

Each department shall determine the parameters of each review, and designate a manner of summarizing in writing the results of the review. The department shall create the Departmental Criteria for Post-Tenure Review, which will be made available to all faculty members. Department criteria will stipulate the processes for selecting the peer review committee, reviewing the post-tenure faculty, choosing the Career Development Activity, providing feedback for development, and summarizing review results. Departments, in summarizing reviews, may follow a senate-provided template or may develop their own. The contents of the review summary report will include: a) a self-statement by the faculty member reflecting on the accomplishments of the past five years and identifying goals for the following five years; b) the identification of needs and resources to support the faculty member's goals; and c) feedback from the peer review committee to promote and facilitate the faculty member's ongoing professional development. The final version of this summary shall be developed in consultation with the faculty under review.

The tenured faculty member under review shall be provided a copy of the peer review report of his/her periodic review, and will have an opportunity to respond and add comments to the report. The departmental peer review committee and the appropriate administrator shall meet with the tenured faculty under review to discuss the report, recognize faculty contributions, encourage faculty to express their interests, and identify areas needing support. The review summary report is due to the tenured faculty under review and the appropriate administrator by the final Friday in April, and the final version of the review will be placed in the faculty member's Personnel Action File. The aforementioned post- tenure departmental peer review committee will identify available resources in the department, college, and campus to help facilitate the faculty member's career development.

Faculty Affairs Checklist

POST TENURE REVIEW PROCESS AND CHECKLIST

Post tenure review is governed by CBA article 15 and Senate policy (S14-122)
https://senate.sfsu.edu/document/policy-post-tenure-development-and-review

San Francisco State University is dedicated to supporting and maintaining faculty development. The policy is consistent with SFSU's mission of educational excellence and encourages a culture of continuous feedback and professional support. It is aligned with Article 15 of the Collective Bargaining Agreement, which stipulates periodic evaluation of tenured faculty in the CSU system. The review process itself provides recognition of faculty achievements and fosters departmental cross-disciplinary collegiality and collaboration.

Faculty Affairs

- ☐ On first day of the Fall semester, the Office of Faculty Affairs sends a list of all Tenured faculty due for post tenure review (PTR) to all departments/schools via college offices

Department

- ☐ Within 14 days, Department Chair/School Director notifies faculty and provides them with a copy of departmental PTR criteria*

**PTR criteria need, at minimum, to stipulate the process of selection of a PTR committee, the process of review, the process of selecting a Career Development Activity Committee*

- ☐ Department develops a timeline for its PTR reviews keeping in mind that reviews have to be finished by the last Friday of April
- ☐ Department selects PTR Committee(s)*

**A PTR Committee should, at minimum, include the Chair of the department, one faculty member selected by the faculty under review, and one faculty member selected by the Chair. All have to be of equal or greater rank than the faculty under review. If the Chair is of lesser rank, an additional full professor should be selected. Depending on the number of faculty being reviewed, it is possible that departments will have more than one PTR Committee.*

Faculty Under Review Submits at Minimum

- ☐ A self-statement stipulating accomplishments of the past 5 years and goals for the next 5 years
- ☐ A C.V. or a Faculty Activity Report
- ☐ All SETES for the past 5 years
- ☐ One professional activity (Career Development Activity)*

**Career Development Activities shall include the sharing with colleagues of a professional accomplishment of the past five years related to teaching, scholarship, creative works, or service.*

PTR Committee Review and Report Process

- ☐ Committee reviews material according to criteria
- ☐ Committee writes an initial report and gives a copy to faculty member
- ☐ Faculty has 10 days to write a response to the report
- ☐ Committee finalizes the Summary Report* in consultation with the faculty member

****The Summary Report should include: the faculty's self-statement; an identification of needs and resources available to support the faculty's goals; feedback from the committee***

- ☐ By the last Friday of April, Committee forwards the routing sheet (https://facaffairs.sfsu.edu/sites/default/files/PTR%20Routing.pdf) and Summary Report to the Dean along with any documentation requested by the Dean

Dean's Role

- ☐ After reading the Summary Report, Dean meets with faculty under review
- ☐ Summary Report and signed routing sheet are sent to HR and placed in faculty's PAF
- ☐ A copy of the routing sheet is sent to Office of Faculty Affairs

Guidelines for Addressing Requests for a Focused Review

An RTP review letter at any level (department committee, chair, dean, provost) may request that the candidate complete a "focused" review during the next review cycle. This is typically related to concerns about progress in one or more of the three major areas, but most often in the professional achievement and growth area. CHHS recommends that candidates who receive this request for a focused review contact their department chair or RTP chair in the spring semester to discuss the request and establish a plan for addressing the concerns. Because of issues with Interfolio and the new processes for RTP review, RTP committees may not be aware of these requests when they come from higher levels, so it is the responsibility of faculty members to initiate discussions about how to proceed and alert their committee that this request has been made.

In the fall start of the RTP review process, the candidate will submit materials according to the RTP calendar generated by Faculty Affairs and upload:

1) An updated CV with the new achievements only in the focus area(s) highlighted.
2) A narrative that describes progress only in the areas requested (not all three areas), but more emphasis on the works in progress and a time table for manuscript completion and submission or if teaching, on action steps taken to improve teaching effectiveness. Make sure to address every recommendation contained in RTP letters at all levels in this narrative.
3) Evidence of progress (depends on area of focus) such as:
    a. If PAG: Copies of any manuscripts that have been accepted since the last review (published or in press). If in press, include the letter of acceptance from the editor. Any new grants that were funded, book chapters, new conference presentations, etc. Please include works in progress in a table or in the narrative in detail. For example, note if data collection or research is still underway, if the data have been analyzed, and if the manuscript is drafted, how near completion is it. Note if there are co-authors and what your own participation in the project is (first author, contributing author). If the manuscript is near complete or submitted, it may be uploaded in the file for focused reviews.
    b. If teaching effectiveness, any new SETE scores, curricular innovations, examples of new activities or assignments developed to address concerns about teaching; list of teaching related workshops, consultations, or other work toward teaching improvement.

Sample CV using Faculty Affairs suggested template

Curriculum Vitae: Michele J. Eliason

Work Address	Department of Health Education San Francisco State University 110 HSS, 1600 Holloway San Francisco, CA 94132 415-338-XXXX (work) meliason@sfsu.edu

Education

The University of Iowa	Fellow	1985	Pediatric Psychology
The University of Iowa	PhD	1984	Educational Psychology
The University of Iowa	EdS	1981	School Psychology
The University of Iowa	B.S.	1979	Psychology
Iowa Central Comm. College	ADN	1973	Nursing

Doctoral Dissertation

Eliason, M.J., Behavioral variables in two learning disability subtypes. Children with specific memory-based learning disabilities were compared to children with global cognitive deficits on behavioral ratings by parents and measures of impulsivity and attention, revealing significant differences by learning disability subtype. Doctoral dissertation, The University of Iowa, 1984. Dissertation Abstracts International, 1984, 45 (07), 2038-A. University Microfilm No. 8423554.

Honors/Awards

Sept, 2014	Lifetime Achievement Award, GLMA: Health Professionals Advancing LGBT Equality
Oct, 2002	Governor's Volunteer Award, Nominated by the Iowa Department of Corrections
June 2002	Stonewall Award for Service to the LGBT Community of Iowa City
May 2001	Catalyst Award for Commitment to Diversity, University of Iowa

Professional Credentials

Nursing license	State of Iowa	No. 049469	1973-2006
Psychology license	State of Iowa	No. 0500	1985-2006
Health Care Service Provider	State of Iowa	No. 154	1986-2006

Academic Work Experience

2007-present	Assistant Professor	Department of Health Education San Francisco State University
2000-2006	Associate Professor	College of Nursing The University of Iowa
1994-2000	Assistant Professor	College of Nursing The University of Iowa

TEACHING EFFECTIVENESS

Teaching Statement
Because of my interdisciplinary background, I have taught in several different colleges and departments and from many different disciplinary perspectives. Teaching mainly from a feminist and critical pedagogy perspective, I am committed to social justice pedagogy, and engage students in critical thinking activities and exercises that put the burden for the learning equally on them and me. For example, I start nearly every class with a "news" review, where students are asked to share what is happening in the world (related to the topics of the course) and discuss the implications of these news items. I also use a variety of writing assignments, both formal and informal, as a tool for reflective and critical thinking.

Courses taught at SFSU

Course	Semester/Year	# enrolled/# completed evals	SETE Mean	Dept Mean (all faculty)
HED 405, Introduction to Public Health	Spring 2016	77/62	1.34 (0.11)	1.64
HED 890, Culminating Experience Capstone Seminar	Spring 2016	23/19	1.52 (0.10)	1.48
HED 405, Introduction to Public Health	Fall 2015	81/65	1.91 (0.09)	1.65
HED 400, Introduction to Community Health Education/ GWAR	Fall 2015	25/20	1.53 (0.14)	1.62
HED 810 Public Health Inquiry	Fall 2015	26/21	1.32 (0.15)	1.62
HED 890, Culminating Experience Capstone	Spring 2014	24/20	1.45 (0.16)	1.50
HED 400, Introduction to Community Health Education/GWAR	Spring 2014	25/19	1.62 (0.20)	1.50

Master's Degree Committees:
In 2014, we moved to a capstone experience instead of a thesis-like paper, and I was the instructor of record and first reader for all MPH student projects in 2014 to 2016. Prior to 2014, I was first reader on three student CE's per year, and second reader on three others.

PROFESSIONAL ACHIEVEMENT AND GROWTH

Program of Research
My research focuses on the health of stigmatized groups and examines factors that may relate to healthy life adjustment, as well as the potential impact of health care systems on diverse peoples' physical and mental health and well-being. I have used a combination of quantitative and qualitative research methods, tailoring the method to the research question. My primary area of research is lesbian, gay, bisexual, and transgender health, including studies of health care provider attitudes, sexual identity development, and educational needs of nurses regarding LGBT health. I developed a separate line of inquiry in substance abuse and women, studying such factors as motherhood,

aftercare, cross-cultural comparisons of women substance abusers, potential for drug and alcohol interaction in older women, and issues related to drug addiction in incarcerated women. Since moving to SF State in 2007, I have focused almost exclusively on LGBTQ health topics.

Peer Reviewed Articles

1. Eliason, M.J., Garbers, S., McElroy, J.M., Radix, A., & Toms-Barker, L., (2017). Comparing lesbian and bisexual women with and without disabilities in a multi-site 'healthy weight" intervention. Disability and Health Journal, 10(2), 271-278. http://doi.org/10.1016/j.dhjo.2016.12.005

2. Eliason, M.J., Sanchez-Vasnaugh, E.V., & Stupplebeen, D. (2017). Relationships between weight and health outcomes in women by sexual orientation. Women's Health Issues, doi:10.1016/j.whi2017.04.004.

3. Eliason, M.J., Streed, C.G., & Henne, M. (2017). Coping with stress as an LGBTQ+ healthcare professional. Journal of Homosexuality,,doi: 10/1080/00918369.2017.132822.

4. Eliason, M.J., & Streed, C.G., Jr., (2017). Something else: A new sexual identity? LGBT Health, doig: 10.1089/lgbt.2016.0206.

5. Carabez, R., Eliason, M.J., & Martinson, M. (2016). Nurses' knowledge of transgender patient care: A qualitative study. Advances in Nursing Science, 39(3), 257-271.

6. Johnson, M. J., Nemeth, L. S., Mueller, M., Eliason, M. J., & Stuart, G. W. (2016). Qualitative study of cervical cancer screening among lesbian and bisexual women and transgender men. Cancer Nursing. Doi:10.1097/NCC.0000000000000038.

7. Eliason, M.J., Radix, A., McElroy, J.M., Garbers, S., & Haynes, S. (2016). The "Something Else" of Sexual Orientation: Measuring Sexual Orientation Identities of Older lesbian and bisexual women using National Health Interview Survey (NHIS) Questions, Women's Health Issues, 26(S1), 71-80.

8. McElroy, J.A., Haynes, S., Eliason, M., Gilbert, T., Minnis, A., Toms-Barker, L., McDonnell, C., & Garbers, S. (2016). Healthy weight in lesbian and bisexual older women: A successful intervention in 10 cities using tailored approaches. Women's Health Issues, 26(S1), 18-35.

9. Wood, S., Brooks, J., Eliason, M., Garbers, S., & McElroy, J. (2016). Recruitment and retention of lesbian and bisexual women in a multi-site intervention study. Women's Health Issues, 26(S1), 43-52.

10. Ingraham, N., Eliason, M.J.,Garbers, S., Harbatkin, D., Minnis, A., McElroy, J., & Haynes, S. (2016). Effects of mindful eating interventions on older sexual minority women's health outcomes. Women's Health Issues, 26(S1), 53-62.

11. Fogel, S., McElroy, J.A., Garbers, S., McDonnell, C., Brooks, J, Eliason, M., Ingraham, N., Osborne, A., Rayyes, N., Redman, S., & Haynes, S (2016). Healthy Weight in Lesbian and Bisexual Women: An Eight-City Prevention Initiative. Women's Health Issues, 26(S1), 7-17.

12. Johnson, M., Nemeth, L.S., Mueller, M., Eliason, M., & Stuart, G.W. (2016). Quantitative and mixed analyses to identify factors that affect cervical cancer screening uptake among lesbian and bisexual women and transgender men. Journal of Clinical Nursing. 1 JUL 2016,

Peer-Reviewed Book Chapters

1. Eliason, M.J. (in press). Promoting LGBTQ health. In M. Frenn (Ed). Health promotion: Translating evidence into practice, New York: F.A. Davis.
2. Elia, J.P., Eliason, M.J., & Beemyn, G. (in press). Mapping bisexual studies: past, present, and implications for the future. In Swan, J., & Habibi, S (Eds). Bisexual studies. NY: Springer.
3. Streed, C.Jr., & Eliason, M.J. (2017). Trauma and resilience in LGBTQ healthcare professionals. In Ekstrand, K., & Potter, J. (Eds), Resilience in LGBT Populations, NY: Springer Press.

Editor-Reviewed Publications

1. Eliason, M.J. (2016). The gender binary and nursing. Nursing Inquiry. .
2. Eliason, M.J. & Chinn, P. (2015). LGBTQ Cultures, What healthcare professionals need to know about sexual and gender diversity: Second Edition. Philadelphia, LWW Press
3. Eliason, M.J. (2015). Neoliberalism and health. Advances in Nursing Science, (invited guest editorial), 38, 2-4.
4. Eliason, M. J., Dibble, S.L., DeJoseph, J., & Chinn, P.L. (2012). LGBTQ issues in nursing. Nursing Made Incredibly Easy 10(2), 4. (guest editorial).

Peer-Reviewed Proceedings and Presentations

1. Eliason, M.J., & Streed, C.G. (2016). Resilience in LGBT health care professionals. GLMA Annual Conference, St Louis, MO, September.
2. Eliason, M. J., & Stover, C. (2015). Insider and outsider perspectives on LGBT research. GLMA Annual Conference, Portland, OR.
3. Eliason, M.J., McElroy, J., & Haynes, S. (2015). Results from a cross-site study of healthy weight interventions for sexual minority women. GLMA Annual Conference, Portland, OR: Keynote Address, September, 2015.

Invited Works

1. Eliason, M. J. (2016). Introduction to LGBT Issues. Invited address to faculty and students of University of Illinois, Chicago College of Nursing. March 30.
2. Eliason, M. J. (2016). Issues in lesbian health. Invited address to faculty and students of Stanford Medical School LGBT Interests Group, April 12.

Non-Peer-Reviewed Works

1. Eliason, M.J. (2013). Participant Workbook: Doing It For Ourselves. San Francisco, CA: SFSU, available on Amazon.com.
2. Eliason, M.J. (2012). Introduction to LGBT clinical care. Prepared for St Joseph Hospital, Napa, CA.
3. Eliason, M.J. (2010). Environmental prevention strategies to address LGBT ATOD use. Best Practices Report, LGBT-Tristar, San Francisco, CA: Gil Gerald and Associates.

Work Submitted and Under Review

1. Eliason, M.J., & Turalba, R.N. (under review). Recognizing oppression: college students' perceptions of identity and its impact on class participation The Review of Higher Education,.
2. Eliason, M. J., Robinson, P., & Balsam, K., (under review). Development of an LGB-specific health literacy scale. Journal of Health Communication.

3. Eliason, M.J., Nguyen, K., & Williams, A. (under review). College students with psychiatric disabilities: Health and safety on campus. Journal of American College Health

Creative Works: N/A

Grants and Contracts

Eliason, PI, SF BUILD Mini-grant
This project created a team of 6 faculty from 4 different departments to infuse undergraduate research/statistics courses with social justice pedagogy, with an ultimate aim of increasing the number of underrepresented minority studies who intend to pursue graduate education.
August 2016-July 2017, $20,000

Eliason, PI, ORSP Collaborative Research Grants
Doing It For Ourselves: Increasing Health Literacy/Self-Efficacy of Older Sexual Minority Women, SF State Office of Research and Sponsored Programs. This internal funding supports bringing on two junior faculty colleagues into the DIFO project and developing new materials to teach health literacy to older sexual minority women.
Aug 2014-July 2015, $24,960

Eliason, M.J. PI; Berkeley Policy Associates, Fiscal/Administrative Unit
Doing It For Ourselves (DIFO), DHHS Office on Women's Health, Healthy Weight Initiative
Contract # HHSP23337012T, Oct 2012-February 2015, $505,000

This contract with the Office on Women's Health funded a health intervention for older lesbian and bisexual women with a BMI of 27 or higher. The first year included focus groups and development of materials, and the second year begins a series of 12 week health programs for a total of 112 participants, followed for 3 months post intervention.

Curricular Innovations
2016: Development of Social Justice Pedagogy Syllabus Checklist Tool. This tool emerged out of the SF BUILD mini-grant, and involved developing a structured guide to evaluating one's own class for alignment with a social justice pedagogy philosophy. The instrument was pilot tested with three faculty in our grant project, and then more broadly tested in a workshop with 15 participants from across campus.

Contribution to and impact of research publications

Article Citation	Information about the journal	# of times cited	Type of research and my contribution (if more than one author). Note if any students were authors here.
Eliason, M. J., DeJoseph, J. & Dibble, S.D. (2010). Nursings' silence about lesbian, gay, bisexual, and transgender issues: The need for emancipatory efforts. Advances in Nursing Science, 33(3), 206-218	This is the top generalist nursing journal for academic researchers, focused on	131	The idea for the paper was mine. We worked as a team to review 10 of the highest rated nursing journals for content on LGBTQ issues. I did the

	pressing contemporary issues.		majority of the writing up of our results. This is a content analysis.
Eliason, M.J., DeJoseph, J, Dibble, S., Deevey, S., & Chinn, P. (2011). Lesbian, gay, bisexual, transgender and queer questioning (LGBTQ) nurses' experiences in the workplace. Journal of Professional Nursing,27(4), 237-244.	We chose a journal to reach the audience we needed: practicing nurses and administrators	44	This article summarizes a mixed-methods survey of LGBTQ nurses experiences in the workplace, and found that over 1/3 experienced hostile or unwelcoming environments. We shared equally in the conception and data analysis of the project and I took the lead in writing the article.
McElroy, J.A., Haynes, S., Eliason, M., Gilbert, T., Minnis, A., Toms-Barker, L., McDonnell, C., & Garbers, S. (2016). Healthy weight in lesbian and bisexual older women: A successful intervention in 10 cities using tailored approaches. Women's Health Issues, 26(S1), 18-35.	This is the top journal in women's health, with the highest impact factor.	5	This article outlines quantitative analysis of a pre/post intervention study conducted across 5 sites in the U.S. I was PI of one site, and part of the main writing team for this article, contributing about 25% of the content. It was the first ever federally funded intervention study of older sexual minority women.
Eliason, M.J., Radix, A., McElroy, J.M., Garbers, S., & Haynes, S. (2016). The "Something Else" of sexual orientation: Measuring sexual orientation identities of older lesbian and bisexual women using National Health Interview Survey (NHIS) questions, Women's Health Issues, 26(S1), 71-80.	This is the top women's health journal by impact factor.	4	I took the lead in conceiving of this paper and writing up the results. Analysis was done by Garbers, Radix and McElroy drafted the literature review, and Haynes contributed to the discussion.
Eliason, M.J., Garbers, S., McElroy, J.M., Radix, A., & Toms-Barker, L., (2017). Comparing lesbian and bisexual women with and without disabilities in a multi-site 'healthy weight" intervention. Disability and Health Journal, 10(2), 271-278. http://doi.org/10.1016/j.dhjo.2016.12.005	This journal is the main outlet for articles on disability-related health disparities, thus the audience we wanted to reach.	none	This quantitative data analysis compared women with and without physical disabilities on intervention outcomes related to quality of life, nutrition, and physical activity. I conceived of the idea and wrote most of the article; Garbers did the data analysis and others contributed to all sections.

Eliason, M.J., Streed, C.G., & Henne, M. (2017). Coping with stress as an LGBTQ+ healthcare professional. Journal of Homosexuality,,doi: 10/1080/00918369.2017.132822.	JH is the leading interdisciplinary journal on LGBT issues.	None-Published one month ago	I conceived of the idea and collaborated with Carl Streed, who was a medical student at Johns Hopkins when we began. We developed the survey instrument and the thematic coding system. Michael Henne, a graduate student in Health Education, helped with the content analysis for this qualitative paper.
Streed, C.Jr., & Eliason, M.J. (2017). Trauma and resilience in LGBTQ healthcare professionals. In Ekstrand, K., & Potter, J. (Eds), Resilience in LGBT Populations, NY: Springer Press.	This chapter is part of a peer-reviewed, edited volume.	None-Published June 2017	Dr. Streed and I shared equally in the conception and writing of this chapter, where we reviewed the literature on experiences of LGBTQ healthcare professionals in the workplace.
Elia, J.P., Eliason, M.J., & Beemyn, G. (in press). Mapping bisexual studies: past, present, and implications for the future. In Swan, J., & Habibi, S (Eds). Bisexual studies. NY: Haworth	This chapter was editor-reviewed, as part of an edited book.	None-still in press	We were asked to contribute the first chapter to set the historical and current needs for addressing bisexual studies in the academy. Dr. Elia drafted the outline, first and last sections, and oversaw the writing; Drs Beemyn and I each contributed a major section of the chapter.

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

I have generally committed to service activities that foster the working of my department and student success, or that bring my research interests and skills to the community.

Campus

Service Activity	Type of Service	My Role/Products or Outcomes	Link to evidence
2015-present Graduate Program Admissions Committee	2 meetings per year, plus 10 hours of outside work to review candidates for our graduate program	Primary reviewer for 20 applicants, part of decision-making team for all applicants	N/A

2013-present College Scholarship Taskforce	2 meetings per semester; 3 year commitment	Advise the college on issues of research that impact our faculty, plan and implement at least 1 event per year. I presented a 2 hour workshop on the scholarship of pedagogy in 2016. In 2017/18, I will chair this taskforce.	See letter from Dean John Elia (Scholarship Taskforce Letter)
2010-2013 CWEP Committee on Writing Effectiveness and Proficiency	Monthly meetings to review all policy related to writing across the curriculum on campus, and to approve applications for GWAR courses	I was a member of the committee that reviewed over 30 proposals for GWAR courses per year during my tenure. At the time I was teaching a GWAR course in my department and learned strategies that I was able to implement in my own classes.	See letter from Mary Soliday, Chair of CWEP

Community

Service Activity	Type of Service	My Role/Products or Outcomes	Link to evidence
2016-present Gay and Lesbian Medical Association	Attended quarterly board meetings and oversaw the review of abstracts and constructed the program for the Annual conference.	Board of Directors, Chair of Education Committee. Attended 4 meetings in this review cycle.	See letter from Hector Vargas
2007-present Manuscript reviewer for 12+ journals	Reviewed approximately 12 manuscripts per year	Peer review for scholarly journals	See Publons report
Openhouse	This LGBT aging agency was one of the sites for my intervention study.	I serve as a research and evaluation advisor for Openhouse, meeting with the team at least quarterly to review plans for evaluation of programs and advice on research collaborations with universities. In addition, I volunteer as group facilitator for an educational and support group for older sexual	See Letter from Skultety

		minority women based on my research.	

Professional Memberships

2006-present Gay and Lesbian Medical Association: Health professionals advancing LGBT equality
2005-present American Public Health Association

Community Service: California

2014-present	Consultant to Openhouse, LGBT Aging Agency, San Francisco, CA
2014-present	Clinical Care Advisory Board, Queerlife Space, San Francisco, CA
2009-current	Consultant to Gil Gerald and Associates on research and training issues
2007-2010	Scientific Advisory Board, New Leaf Services for Our Community, San Francisco
2007-present	LGBT Constituent Committee, CA State Alcohol and Drug Programs

Editorial Boards:

2010-present	Media Editor for Journal of Homosexuality
2008-present	Journal of Lesbian Studies
2004-present	Substance Abuse Treatment, Prevention, & Policy

Manuscript Reviewer for Peer-Reviewed Journals:

I have reviewed articles for over 120 different journals in the past ten years. This lists journals that I review for on a regular basis:

2012-present	LGBT Health
2010-present	Journal of Clinical Nursing
2007-present	Advances in Nursing Science
2005-present	Journal of Homosexuality

And many others on an as-needed basis (see Publons document)

National Service Activities

2012	Consultant to Oklahoma State Office of Behavioral Health and Substance Abuse Services
2009-present	Cultural Competency Network, SAMHSA/JBS International
2005-2006	Consultant, Northrup Grumman IT, National Centers for Fetal Alcohol Spectrum Disorders
2003-present	Reviewer, Center for Substance Abuse Treatment grants programs
2001-2003	Chair, National Steering Committee, Practice Improvement Collaborative, Substance Abuse and Mental Health Services Administration

**Publons Dashboard**

Private dashboard - My peer reviews

For Michele Eliason

2019-08-05
Sexual orientation and hypertension risk reduction behaviors among adults with high blood pressure LGBT Health
-
2019-07-24
Suicidal ideation and behavior among sexual minority and heterosexual youth, 1995 through 2017 Pediatrics
-
2019-07-08
"I can't help you." Sexual minority experiences of sexual health care. Sexuality Research and Social Policy: Journal of NSRC
-
2019-06-20
Applying the Casuistic Framework for Decision-Making in Transgender Care: Building Taxonomies of Cases for Expertise in DNP Practice Advances in Nursing Science
-
2019-05-26
Sexual orientation and hypertension risk reduction behaviors among hypertensive adults. LGBT Health
-
2019-03-20
LGBT Friendly Healthcare Providers' Tobacco Treatment Practices and Recommendations. Perspectives in Psychiatric Care
-
2019-02-14
Sexual orientation and hypertension risk reduction behaviors. LGBT Health
-
2019-01-09
LGBT Friendly Healthcare Providers' Tobacco Treatment Practices and Recommendations. Perspectives in Psychiatric Care
-
2018-11-15
Registered Nurses' Attitudes and Knowledge of LGBTQ Health and the Impact of an Educational Intervention Nurse Education in Practice
-
2018-11-08

Healthcare Experiences of Transgender Adults: An Integrated Mixed Research Literature Review Advances in Nursing Science
-
2018-06-25
LGBT-Specific Education in General Psychiatry Residency Programs: a Survey of Program Directors JAMA Psychiatry
-
2018-06-05
Lesbian Women's Healthcare Experiences: A Metasynthesis Advances in Nursing Science
-
2018-05-24
Messaging lesbian, gay, bisexual, and transgender health inequalities: A qualitative exploration Health Promotion Practice
-
2018-05-19
Perceptions of Body Size and Health among Older Queer Women of Size Following Participation in a Health Program Culture, Health & Sexuality
-
2018-05-16
Mapping the landscape of support and safety among sexual minority women and gender non-conforming individuals: Perceptions after the 2016 U.S. Presidential election Sexuality Research and Social Policy: Journal of NSRC
-
2018-04-16
Messaging lesbian, gay, bisexual, and transgender health inequalities: A qualitative exploration Health Promotion Practice
-
2017-11-24
A systematic review and meta-analysis of diabetes mellitus, cardiovascular and respiratory condition epidemiology in sexual minority women. BMJ Open
-
2017-11-18 Journal of Health Communication (review of revised manuscript)
2017-10-23
Comparisons Between Smoking Patterns Among Sexual Minority Females and Males in Romantic Relationships. Health Education and Behavior
-
2017-08-07
Correlates of Smoking Behaviors Among Lesbian, Gay, Bisexual, Transgender, and Queer Adults in Romantic Relationships Health Education and Behavior
-
2017-05-11
Lesbian, Gay, Bisexual, and Transgender Inpatient Satisfaction Survey: Results and Implications Journal of Clinical Nursing
-
2017-04-16
A systematic review and meta-analysis of diabetes mellitus, cardiovascular and respiratory condition epidemiology in sexual minority women BMJ Open
-

2017-03-13
Lesbian, Gay, Bisexual, and Transgender Inpatient Satisfaction Survey: Results and Implications
Journal of Clinical Nursing
-
2016-12-31
Adverse Childhood Experiences and Obesity: Systematic Review of Behavioral Interventions for Women. Psychological Trauma: Theory, Research, Practice, and Policy 0

CHSS RTP Chair Responsibilities

One of the most important duties of senior faculty is to serve on, and at times, chair RTP (retention, tenure, and promotion) committees. Often, faculty are thrust into these roles with little guidance. Departments use different processes to identify RTP committees; some departments have one RTP committee as a whole whereas others have different committees for each candidate. Academic senate policy designates secret elections for RTP committees with all tenure track faculty voting, but there is no designated process for selecting a chair. RTP committees are for three years. Some RTP chairs play a major role in mentoring faculty toward tenure and promotions, and in other departments, the department chair takes that role. These expectations should be discussed by department faculty and the processes made clear. The following points outline RTP chair responsibilities that cut across departments:

Communication with all faculty eligible for RTP review in the coming year. Typically, this should occur in the spring semester. CHSS recommends at least yearly check-ins with all tenure track faculty who are eligible for a promotion to advise them on the steps needed for their RTP review in the coming year. This may include:

- sharing the RTP calendar (found on the Faculty Affairs website),
- sharing information about Faculty Affairs or CHSS RTP workshops,
- advising about changes in university, college, or department policies regarding RTP,
- coordination of peer observation of teaching for candidates,
- sharing of resources (CEETL or Academic Technology workshops, RTP manual, etc).

Oversee the external review process. Many departments require or highly recommend that candidates for tenure and promotion have external reviews of their scholarship. Candidates for RTP can nominate names of potential reviewers, but the RTP chair is typically responsible for vetting this list, adding to it with input from other committee members or the department chair, and doing all communication with external reviewers. To obtain these external reviews in time, this process needs to begin no later than early June, so a determination of whether the RTP chair is willing to do these activities in the summer must be made. Appropriate external reviewers are scholars of higher rank (typically full professors) who have no personal contact or collaboration with the candidate. Collaborators on research projects can submit “Dear Colleague” letters that outline the candidate’s role in their shared work, but are not appropriate external reviewers. An RTP chair will typically: send out an email invitation to external reviewers, send out the candidate’s CV, 3-4 pieces of scholarship, and the RTP guidelines to external reviewers who have agreed, and email a reminder the week before a letter is due. The RTP chair then sends this letter to the candidate to put in their file.

Review the Interfolio site of the candidate for completeness. Once the WPAF has closed, the RTP committee will have access to the site. It is a responsibility of the RTP chair to see if the file is complete. For example, are there SETE documents for every course listed on the CV? Are all published works of scholarship available for review? Are all previous RTP review letters on file? Is the CV up-to-date? If any key material is missing, the RTP chair can request that Faculty Affairs re-open the file for the candidate to add it.

Coordinate the RTP committee review. The RTP chair communicates with other committee members about how the review will be conducted. Usually, each committee member reads the entire file, but takes main responsibility for writing one section of the report. The chair typically oversees collecting these sections and writing the final report, sharing the final report with committee members, and securing approval from the committee. In the case of disagreement among committee members, the RTP chair may need to call meetings until the disagreement is resolved.

Upload the final report to Interfolio. Final reports are uploaded to Interfolio. First, click the "share" button, generate a message to the candidate with the attached report, and enable the rebuttal function. Only then, move the report forward to the department chair. Once the report is submitted by the RTP chair, the access to the candidate's file is closed.

Other possible duties. Some RTP chairs may oversee the revision process for departmental RTP criteria, serve on post tenure review committees, and/or be expected to attend College or Faculty Affairs RTP workshops to stay current.

CHSS Department Chair's Responsibilities for RTP

One of the most important duties of department chairs is the mentoring of faculty through RTP processes. Often, Chairs are thrust into this role with little guidance. Most departmental criteria do not outline the roles of the RTP chair versus the department chair. Some RTP chairs play a major role in mentoring faculty toward tenure and promotions, and in other departments, the department chair takes that role. These expectations should be discussed by department faculty and the processes made clear, preferably in writing. The following points outline responsibilities that cut across departments that need to be designated to either Department Chair or RTP Chair.

Communication with all faculty eligible for RTP review in the coming year. Typically, this should occur in the spring semester. CHSS recommends at least yearly check-ins with all tenure track faculty who are eligible for a promotion to advise them on the steps needed for their RTP review in the coming year. This may include:

- sharing the RTP calendar (found on the Faculty Affairs website),
- sharing information about Faculty Affairs or CHSS RTP workshops,
- advising about changes in university, college, or department policies regarding RTP,
- coordination of peer observation of teaching for candidates,
- sharing of resources (CEETL or Academic Technology workshops, etc.),
- determining who is seeking promotion to full professor,
- determining who needs post tenure review.

Oversee the external review process. Many departments require or recommend that candidates for tenure and promotion have external reviews of their scholarship. Candidates for RTP can nominate names of potential reviewers, but the RTP chair or the department chair is responsible for vetting this list, adding to it with input from other committee members, and doing all communication with external reviewers. To obtain these external reviews in time, this process needs to begin no later than June, and a determination made of whether the department or RTP chair will complete this task. Appropriate external reviewers are scholars of higher rank who have no personal contact or collaboration with the candidate. Collaborators on research projects can submit "Dear Colleague" letters that outline the candidate's role in their shared work, but are not appropriate external reviewers. An RTP or department chair will typically: send out an email invitation to external reviewers, send out the candidate's CV, 3-4 pieces of scholarship, and the RTP guidelines to external reviewers who have agreed, and email a reminder the week before a letter is due. The chair then sends this letter to the candidate to put in their file.

Review the candidates file for completeness. Once the WPAF has closed, the RTP committee will have access to the site. It is a responsibility of the RTP committee to see if the file is complete. Are there SETE documents for every course listed on the CV? Are all published works of scholarship available for review? Are previous RTP review letters on file? Is the CV up-to-date? If any key material is missing, the RTP chair can request that Faculty Affairs re-open the file. The second line of review is the department chair, who may have knowledge of other documents (disciplinary reports or letters, other correspondence) to which RTP committees are not privy.

Independent evaluative review of the file. Department chairs are responsible for reviewing all the materials in the WPAF after the RTP committee report has been submitted. Chair's letters speak to quality and impact of the candidate's work, and evaluate performance according to the departmental RTP criteria. If the candidate narratives or RTP report have not described the specific nature of the discipline that reviewers at higher levels need to know, the department chair letter should address this.

Upload report to Interfolio. When the report is final, upload to Interfolio, click the "share" button and generate a message to the candidate, enable the rebuttal function, and attach the report. Only after the report has been shared with the candidate, then move the file forward to the Dean's level.

Other possible duties. Department chairs may oversee the revision process for departmental RTP criteria, serve on post tenure review committees, and be expected to attend College or Faculty Affairs RTP workshops to stay current.