

All SJSU faculty are provided with an eFaculty account as part of the "one.SJSU" account suite. As you read this guide, you will see that eFaculty has components that help 1) faculty organize and report their activities, 2) administrative staff organize faculty evaluation materials (e.g., SOTE/SOLATEs), and 3) peer reviewers and administrators review and make recommendations and decisions about faculty matters.

This guide was developed primarily for faculty undergoing one or more evaluations, including all periodic evaluations, performance reviews, sabbatical leaves, difference in pay (DIP) leaves, and assigned time for service to students. Part 6 is the **RTP Dossier Format Guide**--the official format guide for all RTP dossiers ([S15-7](#), 5.4.5.1). The conceptual division of faculty work for RTP dossiers is also used for other evaluations when applicable. Thus, the eFaculty system is a tool you can use to more efficiently and effectively tell your story.

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**PART 1.  
QUICK OVERVIEW OF eFACULTY**

**Introduction**

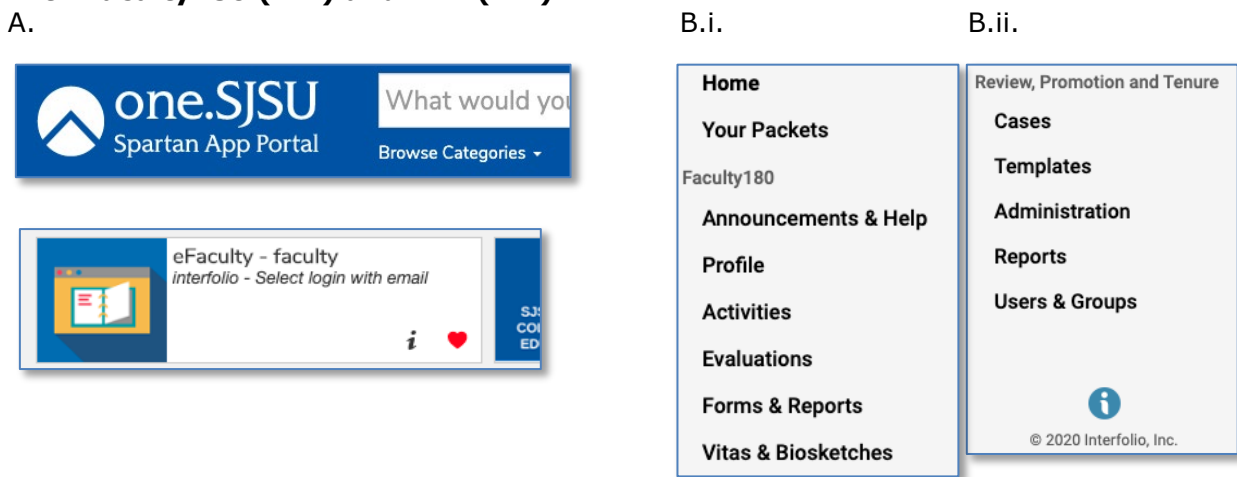
Interfolio is the vendor for eFaculty; “eFaculty” was so-named by SJSU faculty. SJSU uses eFaculty to conduct all periodic evaluations of probationary, tenured, and lecturer and librarian faculty, performance reviews for probationary and tenured faculty, range elevation for lecturers and librarians, sabbatical and DIP leave reviews, and assigned time for service to students reviews. eFaculty simplifies and reduces effort for faculty, and it facilitates review by committees and administrators.

Faculty activities reporting takes place within the “Activities” section of the Faculty180 product (a link is in the sidebar area); this is from where the Working Personnel Action File (WPAF) is pulled. Reviews are managed in the Review, Promotion, and Tenure (RPT) product (also found in the sidebar area). Each faculty member “date stamps” and uploads activities and evidence in sections that reflect traditional duties of probationary and tenured faculty (i.e., teaching, research, and service). However, each faculty member may enter as much (or as little) information about their professional accomplishments as they like. Reviewers only see section headers into which faculty have entered information or deposited evidential materials for which the date stamp and the period of review overlap.

Faculty Services (FS) administers all contractual faculty evaluations, issues calendars for evaluations, manages eFaculty, maintains compliance with regulations (e.g., CFA-CSU Collective Bargaining Agreement and University Policies), and produces helpful guides to assist faculty through reviews. The main point of contact for FS staff managing reviews is [efaculty@sjsu.edu](mailto:efaculty@sjsu.edu). The main help site is [eFaculty Training and Help](#). Faculty looking for strategies and advice on how to build their case for advancement may contact the Center for Faculty Development (CFD) at this address: [cfdsjsu@sjsu.edu](mailto:cfdsjsu@sjsu.edu).

One enters eFaculty from the [one.SJSU.edu](https://one.sjsu.edu) - Spartan App Portal. Just click the eFaculty icon as seen below. Once in eFaculty, look under Faculty180 to access Activities to get started.

**Figure 1. Image of One.SJSU.edu - Spartan App Portal (A) and Images of eFaculty’s Left Sidebar with Faculty180 (B.i.) and RPT (B.ii)**



**eFaculty Home Page**

The home page in eFaculty will premiere items that require your attention. A click on the links will take you to where you need to be to complete the actions.

**Faculty 180**

Faculty activity reporting (FAR) takes place via Interfolio’s “Faculty 180” product (F180), upper left sidebar (Figure 1). Faculty 180 serves as a virtual warehouse for accomplishments. Individual faculty members are responsible for entering and date stamping most documentation and evidence. Faculty may enter their supporting documents into F180 at any time prior to evaluations--the portal is open 24/7/365.

On the other hand, faculty do not have to do all the heavy lifting. A joint venture of Faculty Services, Information Technology, and Institutional Research, provides automatic entry of some required elements of review. These items include all classes taught, by semester, and all student evaluations (SOTEs and SOLATEs).

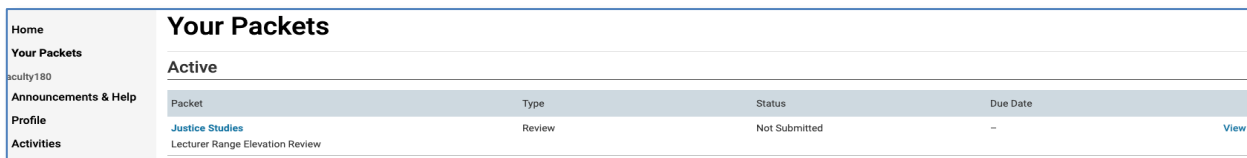
**Review, Promotion and Tenure**

Committees, Chairs, and Administrators examine items submitted for review, and submit evaluations of submitted materials, in eFaculty’s Review, Promotion and Tenure (RPT) area, lower left sidebar (Figure 1, B.ii.). This software generates a seamless view of faculty materials in a pdf-style reader. It has features that allow reviewers to collaborate and submit evaluations, to review prior evaluations, and for faculty to enter responses to evaluations of their performance.

**Your Packets**

Faculty under review will eventually have a “packet” generated for them. Some evaluations require faculty to notify FS (via [efaculty@sjsu.edu](mailto:efaculty@sjsu.edu)) that they intend to submit a packet. Keep an eye out for your packet to be generated. Once generated, faculty may review the packet from the perspective of the reviewers. The packet should contain all items to be submitted for that review. By selecting “Your Packets” in the upper left sidebar, you will be taken to an entry page that lists the review that you are to undergo (image below). Click either hyperlink to see the materials slated for review.

**Figure 2. Your Packets Landing Page**

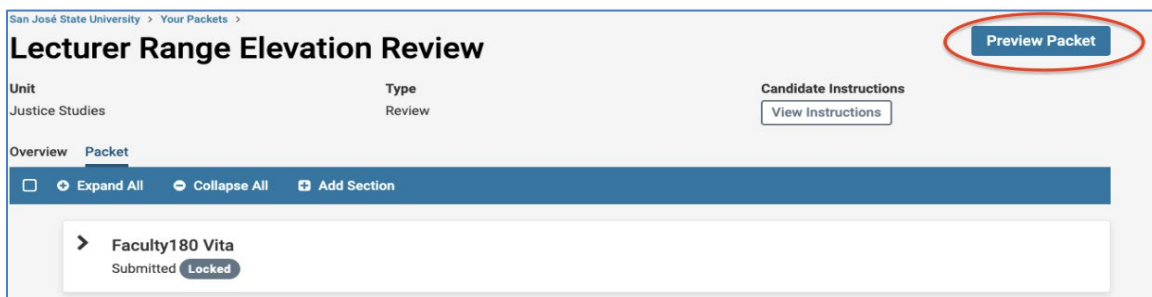


By following the hyperlinks to the packet, one will see a button to “Preview Packet” (see next image, Figure 3) Choosing “Preview Packet” takes one to a document reader that mimics the reviewers’ perspective. Plan revisions of your entries in Faculty 180 with this view in mind.

**Activities**

From the perspective of faculty whose job performance is being reviewed, the “Activities” area found in the left sidebar under Faculty 180 is the most important area in eFaculty. It is the

**Figure 3. Preview Packet**



repository or archive of their professional activities. The activities section is divided into “tabs” for organizing and reporting purposes. (See Figure 4 on Page 8.) The faculty member enters information about, and places evidence of, professional activities and performance under the appropriate tab. There are instructions and guidance under each tab for what is appropriate to place there. If questions remain about where to place a specific item, they should be directed to a trusted mentor, the department chair, an associate dean, or the Center for Faculty Development. Technical difficulties with placing materials in a tab may be directed to Faculty Services staff ([eFaculty@sjsu.edu](mailto:eFaculty@sjsu.edu)).

The labels on the first 5 tabs in the “Activities” section begin with the word “Review,” and they provide a place for forms and documents specific to different evaluation types. As a rule, tenure line faculty will never use the first 2 tabs, and “temporary faculty” will never use tabs 3 - 5. These sets reflect evaluation types specific to those faculty groups. All remaining tabs are available for use in any evaluation of job performance.

The sixth through ninth tabs allow faculty to establish career contexts for their reviewers. In these four tabs, the faculty member must upload their:

- A. Initial appointment letter and any addendum
- B. Prior evaluations and reviews
- C. Candidate’s current narrative statement about their career
- D. Current Curriculum Vitae (CV)

Most of the remaining tabs are organized around the 3 categories of professional responsibility:

- A. Academic Assignment (i.e., teaching for most faculty)
- B. Service
- C. Research, Scholarship, and Creative Activities (RSCA)

Each of these 3 groups of tabs has a leading tab into which an optional narrative may be placed. This option is meant to allow faculty to explain details of their record and the importance of their accomplishments in the professional area. The remaining tabs for each area are where information about, and evidence of, accomplishments are placed. They are meant to be organizing tabs that align with common subdimensions of the particular area.

**Figure 4. The "Activities" Tabs**

## Activities

Faculty enter their professional activities and achievements related to their employment at SJSU and their career more generally. Items are entered into appropriate tabs. Open each tab to find a description of item.

**Jump to Section** ▾

- ▶ [Review: Annual/Cumulative Evaluation of Lecturers](#)
- ▶ [Review: Lecturer Range Elevation](#)
- ▶ [Review: Periodic Evaluation of Probationary Faculty - Mini Review](#)
- ▶ [Review: Periodic Evaluation of Tenured Faculty - Post Tenure Review](#)
- ▶ [Review: Retention, Tenure, Promotion - Dossier Front Matter](#)
- ▶ [Appointment Letter](#)
- ▶ [Prior Evaluations and Reviews](#)
- ▶ [Candidate's Narrative Statement](#)
- ▶ [Curriculum Vitae \(CV\)](#)
- ▶ [Academic Assignment and/or Teaching Effectiveness Narrative](#)
- ▶ [Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc.](#)
- ▶ [Classes Taught at Other Institutions](#)
- ▶ [Additional Courses and Student Evaluations](#)
- ▶ [Direct Observations of Teaching](#)
- ▶ [Other Evaluations of Teaching Effectiveness](#)
- ▶ [Assigned Time \(e.g., Graduate Coordinator, RSCA, "Buyouts"\)](#)
- ▶ [Other Academic Assignment](#)
- ▶ [Service Narrative](#)
- ▶ [Committee Service to University Divisions](#)
- ▶ [University Service Not on Committees](#)
- ▶ [Academic Advising](#)
- ▶ [Student Supervision](#)
- ▶ [Service to the Community](#)
- ▶ [Service to the Profession/Discipline](#)
- ▶ [Membership in Professional Organizations](#)
- ▶ [RSCA Narrative](#)
- ▶ [Research, Scholarship, and Creative Activity \(RSCA\)](#)
- ▶ [Grants](#)
- ▶ [Honors and Awards](#)
- ▶ [Professional Development](#)
- ▶ [Professional Employment](#)
- ▶ [Consulting](#)
- ▶ [External Career Reviews](#)

The very last tab is labeled, "External Career Reviews." It allows placement of solicited external reviews of a faculty member's career by scholars in the field. This section is optional. Nevertheless, some colleges have guidelines for soliciting external reviews that will enhance the legitimacy and credibility of the reviews. Faculty are advised to follow their college's procedures. However, faculty are allowed to place any personally solicited reviews in this area. In all cases, solicitation methods and provenance of each review should be made clear to SJSU evaluators.

### **Partially Pre-Filled Tab**

One tab is partially pre-filled for faculty who teach classes. It is labeled, "Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc." Faculty Services uploads to this tab each instructor's 1) schedule of classes, 2) information pertaining to each class section (e.g., number of students, modality, units), and 3) student course evaluations (SOTE or SOLATE) on file for each section for each semester (i.e., spring or fall), term (i.e., winter or summer), and special session in which they teach.

The class information cannot be edited by the faculty member. Since each review focuses on the "period of review," faculty should concentrate their efforts on validating the information related to that timeframe. To correct an error (e.g, someone else taught the class, a class is missing), a message to Faculty Services staff with a copy to the department chair should be sent to [eFaculty@sjsu.edu](mailto:eFaculty@sjsu.edu); the staff can make corrections. If an error is minor, the faculty member may identify it and explain in the comments section of the relevant semester.

All student course evaluations (SOTE/SOLATEs) collected from Spring 2013 to present are preloaded in this tab. Faculty should review the [Guidelines for Exclusion and Rebuttal of SOTE/SOLATEs](#) explaining how to exercise rights under University Policies [F12-6](#) and [S20-4](#). Faculty may remove SOTE/SOLATEs matching specific parameters from the WPAF (i.e., packet or dossier). Faculty are under obligation to report missing student evaluations to avoid inevitable confusion that missing course evaluations causes the reviewers. A statement is entered in the comments section of the "Classes Taught..." tab.

Finally, SOTE/SOLATEs are uploaded to eFaculty through an automatic process that matches them with listed classes. Occasionally, a SOTE/SOLATE cannot be matched with a class. If this occurs, the file is delivered to another tab in the FAR called, "Additional Courses and Student Evaluations." It is up to the faculty member to decide whether they want to leave the SOTE/SOLATE in that tab, or move it to their classes tab (which may require the assistance of FS staff to create another class in that section). The faculty member has the final say where items are located. They may leave SOTE/SOLATEs distributed across the 2 tabs.



## PART 2.

## OVERVIEW OF "TEMPORARY" FACULTY EVALUATIONS

Each faculty review type has a target group of faculty members, required documents provided by the faculty member and the University, and guidelines determined by the CFA-CSU Collective Bargaining Agreement (CBA) and University Policies. Faculty are encouraged to read each carefully as this guide does not provide detailed discussion of them.

Pursuant to Article 15.12(a) of the CFA-CSU CBA, faculty members subject to review "shall be responsible for the identification of materials they wish to be considered, as well as materials required by campus policy, and for the submission of such materials as may be accessible to them." **Therefore, failure to submit required documentation or otherwise cooperate in the evaluation process may be taken into consideration of the merits of the faculty member's performance.**

**Annual Evaluation**

Temporary faculty are subject to periodic evaluation according to the conditions below. Performance in all assignments related to their appointment (e.g., teaching in assigned classes, performance as program coordinator, lab supervisor) is assessed.

See CBA, Article 15, special attention to 15.23 and 15.24; University Policies [S21-2](#), [F12-6](#) & [S20-4](#); [SOTE/SOLATE Interpretation Guide](#).

*Faculty Subject to Annual Evaluation*

Lecturers, librarians, and counselors typically undergo annual evaluation according to the Annual/Cumulative Evaluation calendar. (Faculty coaches are evaluated yearly according to their contract end dates, and are not currently evaluated via eFaculty.) The minimum conditions for such evaluations are:

1. All full-time (1.0 FTEF) and part-time (less than 1.0 FTEF) temporary faculty who have been appointed for two or more semesters, whether consecutively or not, but not holding a three (3) year appointment, must be evaluated each year. A faculty member who was reappointed for a 2nd semester is considered to have been appointed for 2 or more semesters.
2. All full-time and part-time temporary faculty with three (3) year appointments must be evaluated at least once during the three-year appointment term, but as a best practice, may be evaluated more frequently. At minimum, an annual evaluation should occur in the second year of the three-year period.
3. Although not required, a temporary faculty member who was appointed for only one semester or less may be evaluated at the discretion of the department chair or appropriate administrator.

*Materials to be Submitted*

The discussion here of evaluation materials centers on lecturers with instructional assignments. Temporary faculty without instructional assignments may upload evidence of their performance in tabs that are appropriate to their work assignment. Seek guidance from the department head.

When reviewing instructional performance, at minimum, reviewers must use the following evidence from the period of review (the prior calendar year):

4. The faculty member's Annual Summary of Achievements (ASA-L form)  
Go to the Activities tab, "Review: Annual/Cumulative Evaluation of Lecturers," and upload the ASA-L filled out, or enter information directly into the fields in eFaculty.

5. All available standardized student data (SOTE/SOLATEs) during the evaluation period  
SOTE/SOLATEs are automatically entered into the "Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc." or the "Additional Courses and Student Evaluations" tabs. Reminder: Missing SOTE/SOLATEs must be accounted for.
6. All direct observation(s) conducted by faculty peers  
Upload these to the "Direct Observations of Teaching" tab. Missing direct observations must be accounted for.
7. Syllabi and other teaching materials  
A syllabus for each course title taught during the period of review should be included (e.g., if one taught DSID 21 and DSIT 10 in spring and fall, 2 syllabi total--one from either semester for each class--would be submitted). Other teaching materials that demonstrate effectiveness may be submitted too. Upload these to "Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc." or the "Additional Courses and Student Evaluations" tab if appropriate.

Faculty members may submit additional documentation from the period of review, such as course projects, evaluations of non-teaching duties, and official documentation of professional qualifications. Find the appropriate "Activities" tab to direct-enter the information and/or upload supporting evidence.

The department or appropriate administrator may enter evidence into the WPAF as well. Copies of materials entered this way **must** be given to the faculty member before the first level of review begins. The faculty member may respond in writing to the added materials.

### *Evaluation Steps*

#### Department

Full-time (1.0 FTE) lecturers must be evaluated by a department committee of tenured faculty. Part-time faculty may be evaluated by the chair alone and/or a committee of faculty.

Full-time (1.0 FTE) Temporary Faculty:

A Department **committee** of tenured faculty elected by the probationary and tenured faculty conducts the evaluation.

If the Department Chair is **not** part of the committee, the Chair may submit a separate evaluation as part of the evaluation process.

Part-time Temporary Faculty:

Each Department determines whether the Department evaluation will be completed by the Chair alone or by the department's elected personnel or other committee composed of tenured faculty.

#### College

The Dean or other college administrator such as an associate dean reviews all faculty members. The college is the final level of review in annual evaluations. Those deemed unsatisfactory (not qualified) at this level may not continue in their appointment.

### **Cumulative Evaluation**

The purpose of Cumulative Evaluation is to qualify lecturer, temporary librarian, and temporary counselor faculty for Initial or Renewal of Three (3) Year Appointments (commonly called "entitlement" at SJSU). Eligibility to be evaluated for an initial Three-Year Appointment follows 6 consecutive academic years (AYs) of appointments--all of which are considered in the cumulative evaluation. Eligibility to be evaluated for a renewal Three-Year Appointment follows 3 years of service in a Three-Year Appointment. Faculty must be

rated "satisfactory" by the appropriate administrator in a cumulative evaluation to receive an initial or renewal Three-Year Appointment. Faculty rated "unsatisfactory" by the appropriate administrator will not receive a Three-Year Appointment.

Cumulative Evaluation may occur during the same cycle as an annual evaluation. (Recall that there must be at least 1 annual evaluation conducted during a Three-Year Appointment.) In those instances, the annual and cumulative evaluation materials shall appear simultaneously, and reviewers will perform each evaluation as appropriate.

See CBA, Article 15, special attention to 15.28 and 15.29; University Policies [S21-2](#), [F12-6](#) & [S20-4](#); [SOTE/SOLATE Interpretation Guide](#).

#### *Faculty Subject to Cumulative Evaluation*

All temporary faculty (excluding coaches) who have served 6 consecutive academic years are subject to cumulative evaluation for an Initial Three-Year Appointment. The Cumulative Evaluation occurs in the 6th year.

All temporary faculty in the 3rd year of a Three-Year Appointment are subject to cumulative evaluation for a Renewed Three-Year Appointment. The Cumulative Evaluation occurs in the 3rd year of the Three-Year Appointment.

Cumulative evaluations should be completed even if the faculty member did not teach during the 3rd or any other year of a Three-Year Appointment. CBA 15.30 provides that a faculty member on leave when a cumulative evaluation is scheduled may request a postponement of the evaluation. If the request is granted, the temporary faculty unit employee's appointment shall automatically be extended through the academic term in which the rescheduled evaluation takes place. If the outcome of the evaluation is a determination by the appropriate administrator of satisfactory performance, the new Three-Year Appointment shall be effective at the beginning of the academic year following the original expiration date of the prior appointment.

#### *Materials to be Submitted*

The discussion here of evaluation materials centers on lecturers with instructional assignments. Temporary faculty without instructional assignments may upload evidence of their performance in tabs that are appropriate to their work assignment. Seek guidance from the department head.

At minimum, reviewers must use the following evidence to evaluate instructional faculty performance during the period of review, in this case, the prior 6 (for initial) or 3 (for renewal) academic years:

1. All annual evaluations conducted during the period of review  
These should be placed in the tab, "Prior Evaluations and Reviews."
2. All ASA-Ls from the period of review  
These may be entered in the Activities tab, "Review: Annual/Cumulative Lecturer Evaluations" or they may have been stored with prior annual evaluations located in "Prior Evaluations and Reviews" (please do not double place them).
3. All SOTE/SOLATEs conducted during the period of review  
These are automatically entered by FS staff into the "Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc." or the "Additional Courses and Student Evaluations" tabs. Reminder: Missing SOTE/SOLATEs must be accounted for.
4. All direct observation(s) conducted by faculty peers during the period of review  
Upload these to the "Direct Observations of Teaching" tab. Missing direct observations must be accounted for.

#### 5. Syllabi and other teaching materials

A syllabus for each course title taught during the period of review should be included (e.g., if one taught only DSID 21 and DSIT 10 during the period of review, 2 syllabi total would be submitted). Other teaching materials that demonstrate effectiveness may be submitted too. Upload these to "Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc." or the "Additional Courses and Student Evaluations" tab if appropriate.

Faculty members may submit additional documentation from the period of review, such as course projects, evaluations of non-teaching duties, and official documentation of professional qualifications. Find the appropriate "Activities" tab to direct-enter the information and/or upload supporting evidence.

The department or appropriate administrator may enter evidence into the WPAF as well. Copies of materials entered this way **must** be given to the faculty member before the first level of review begins. The faculty member may respond in writing to the added materials.

#### *Evaluation Steps*

##### Department

A duly elected department personnel committee of tenured faculty shall evaluate and rate the faculty as "Satisfactory" or "Unsatisfactory"--this binary rating scale is required by the CBA. Department evaluators may elaborate with formative statements if their rating is "Satisfactory."

If the Department Chair is **not** a member of the committee, the Chair may submit a separate recommendation as part of the evaluation process.

##### College

The college is the final level of review in cumulative evaluations. The Dean or other college administrator such as an associate dean reviews all faculty members and rates them as satisfactory or unsatisfactory. The rating of the appropriate administrator is final.

#### **Range Elevation**

Range elevation is the advancement of a lecturer or temporary librarian faculty unit employee from one salary range to the next (e.g., L-A to L-B), accompanied with a raise, following a campus review process. (Faculty coaches and temporary counselors are not subject to range elevation.) The period of review is the time since entry into the current range. The candidate may choose to provide materials only from the last six years of appointments.

See CBA 12.16 - 12.20, and University Policies [S21-2](#), [F12-6](#) & [S20-4](#); [SOTE/SOLATE Interpretation Guide](#).

#### *Faculty Eligible to Apply for Range Elevation*

There are 2 ways to become eligible to apply for range elevation. Lecturers must have:

1. Served at least 5 years in their current range in a department and have no more remaining eligibility for Service Salary Increases (SSIs);
2. 6 or more years of FTAS accrued in a department prior to the fall semester. FTAS is defined as the sum of the average time bases (FTE) worked over prior academic years, each divided by 0.8, yielding up to a maximum of 1.0 for any academic year (e.g., 0.4 FTE fall and 0.6 FTE spring results in  $.5/0.8 = .625$  FTAS for the AY; 1.0 FTE fall and .8 FTE spring results in  $.9/0.8 = 1$  FTAS for the AY--1 is maximum allowed).

### *Materials to be Submitted*

The following items from the period of review (if applicable to the work assignment) are required for Range Elevation applications:

1. Index of all material being submitted  
Place in Activities tab, "Review: Lecturer Range Elevation."
2. Curriculum Vitae (CV)  
Upload to same-named tab.
3. All prior periodic evaluations for the period under review  
Upload to same-named tab.
4. All official SOTEs and/or SOLATEs  
Spring 2013 to present are automatically entered into the "Classes Taught at SJSU" or the "Additional Student Evaluations" tabs. Missing evaluations must be accounted for.
5. Direct Observations of teaching  
Upload these to the "Direct Observations of Teaching" tab. Missing direct observations must be accounted for.
6. Narrative  
Description of Evidence of Professional Growth and Development. Explain professional progress toward becoming a more effective lecturer or librarian—growth that enhances abilities to teach and/or perform other duties (as applicable to assignment) in the discipline, and that supports the mission of the university; place the narrative in the tab, "Candidate's Narrative Statement."
7. Evidence of activities and achievements  
Upload items and enter information from the period of review that demonstrates merit and supports range elevation. Upload evidence supporting claims made in the narrative statement. See [S21-2](#), Appendix A for ideas. Some examples:
  - Terminal degree earned
  - Specialized knowledge/training
  - Professional experience/expertise and development
  - Patents and intellectual property
  - Effective advising/supervision
  - Innovative/advanced teaching
  - Leadership in service or governance
  - Technical support of labs
  - Mentee students' achievements
  - Professional honors

Find the appropriate "Activities" tab to direct-enter the information and/or upload supporting evidence.

Finally, the department or appropriate administrator may enter evidence into the WPAF as well. Copies of materials entered this way **must** be given to the faculty member before the first level of review begins. The faculty member may respond in writing to the added materials.

### *Evaluation Steps*

#### Department

A duly elected (elected by tenured and probationary faculty) department personnel committee of tenured faculty shall evaluate and recommend whether to grant range elevation or not. The recommendation is explained in writing.

If the Department Chair is **not** a member of the committee, the Chair may submit a separate recommendation as part of the evaluation process.

College

The Dean or other college administrator such as an associate dean reviews all faculty submissions for range elevation. They make a recommendation to the Provost with reasons explained in writing.

Provost

The Provost is delegated by the President to make the final decisions on range elevation.

### PART 3. OVERVIEW OF SPECIAL FACULTY EVALUATIONS

There are multiple faculty evaluation types that apply to both lecturers and tenure line faculty. These involve an evaluation of an application for leave or assigned time. These special evaluations require multiple levels of review by faculty peer committees and administrators. While reviewed in eFaculty, the application process will not rely on Faculty180; all submissions and reviews will occur in the RPT product.

#### **Sabbatical**

A sabbatical leave is intended to enhance the University's educational environment and facilitate the professional development of eligible faculty unit employees by affording opportunities for sustained focus on research, scholarly and creative activity, instructional improvement, or professional currency.

See CBA [Article 27](#) and University Policy [F08-4](#)

#### *Faculty Eligible to Apply for Sabbatical*

A full-time faculty unit employee (tenure line or temporary) is eligible for a sabbatical leave if they have worked full-time at SJSU for six (6) of the seven (7) years preceding the leave, and at least six (6) years after any previous sabbatical or difference in pay leave. Credit granted toward the completion of the probationary period for service elsewhere applies towards fulfilling the eligibility requirement.

Lists of eligible faculty are distributed each year prior to the application period. Candidates wishing to apply must notify Faculty Services of their intention to apply ([up-facultyservices@sjsu.edu](mailto:up-facultyservices@sjsu.edu)). A case will be created, and an email invitation to apply will be sent to the faculty member's SJSU email address.

#### *Materials to be Submitted*

Materials are uploaded to eFaculty. However, the sabbatical application does not make use of FAR in Faculty 180. Instead, all materials are submitted and the reviews take place in the RPT program. Candidates will fill in or submit the following items there:

8. Applicant information  
Enter directly into eFaculty's RPT platform.
9. Curriculum Vitae (CV)  
Upload directly to eFaculty.
10. Sabbatical Project Description  
Upload prepared document (e.g. pdf) to eFaculty with:
  - a. Proposal Summary (100 words or less)
  - b. Four-page project description consisting of
    - i. Detailed description of the plan to carry out the project.
    - ii. Statement of the project's benefit to the University.
    - iii. Evidence of ability to complete the project.
    - iv. A timeline for the completion of the project.
  - c. Addenda to the four-page project description are permitted
11. IRB Approval for Animal or Human Subjects (if applicable)
12. Sabbatical Terms and Conditions Agreement

#### *Evaluation Steps*

##### Department (does not evaluate the merits or recommend)

The Department Chair makes a statement about the likely impact of an awarded sabbatical on the department. This is not an evaluation of the merit of the work in the proposed project.



### College

A duly elected college sabbatical committee of full professors representing college departments shall evaluate and rank applications, and explain their recommendations.

The Dean or other college administrator such as an associate dean reviews all faculty submissions for sabbatical. They rank applications and make a recommendation to the Provost with reasons explained in writing.

### University

A duly elected University Sabbatical Leaves Committee (USLC) of full professors representing colleges evaluates and ranks the applications. Reasons for recommendations are written.

### Provost

The Provost is delegated by the President to make the final decision on sabbaticals.

### **Difference in Pay Leave**

A difference in pay (DIP) leave is intended for purposes that provide a benefit to the CSU, such as research, scholarly and creative activity, instructional improvement or faculty retraining. The salary for a difference in pay leave shall be the difference between the faculty employee's salary and the minimum salary of the lowest rank.

See CBA [Article 28](#) and University Policy [S96-8](#)

### *Faculty Eligible to Apply for Sabbatical*

A full-time faculty unit employee (tenure line or temporary) is eligible for a difference in pay leave if they have worked full-time at SJSU for six (6) of the seven (7) years preceding the leave, and at least six (6) years after any previous sabbatical or difference in pay leave. Credit granted toward the completion of the probationary period for service elsewhere applies towards fulfilling the eligibility requirement. A faculty unit employee will be eligible for a subsequent DIP leave after they have served full-time for three (3) years after the last sabbatical leave or DIP leave and satisfied other obligations of the prior leave.

Candidates wishing to apply must notify Faculty Services of their intention to apply ([up-facultyservices@sjsu.edu](mailto:up-facultyservices@sjsu.edu)). A case will be created, and an email invitation to apply will be sent to the faculty member's SJSU email address. The timeline for evaluation is accelerated to allow faculty to quickly take advantage of unexpected opportunities.

### *Materials to be Submitted*

Materials are uploaded to eFaculty. However, the difference in pay application does not make use of FAR in Faculty 180. Instead, all materials are submitted and the reviews take place in the RPT program. Candidates will fill in or submit the following items there:

1. Applicant information  
Enter directly into eFaculty's RPT platform.
2. Curriculum Vitae (CV)  
Upload directly to eFaculty.
3. Sabbatical Project Description  
Upload prepared document (e.g. pdf) to eFaculty with:
  - a. Proposal Summary (100 words or less)
  - b. Four-page project description consisting of



- i. Detailed description of the plan to carry out the project.
  - ii. Statement of the project's benefit to the University.
  - iii. Evidence of ability to complete the project.
  - iv. A timeline for the completion of the project.
- c. Addenda to the four-page project description are permitted
- d. A statement that the final report of a previous SJSU sabbatical or DIP was filed
4. IRB Approval for Animal or Human Subjects (if applicable)
5. Sabbatical Terms and Conditions Agreement

### *Evaluation Steps*

#### Department

The Department Chair makes a statement about the likely impact of an awarded DIP leave on the department. This is not an evaluation of the merit of the work in the proposed project. The statement focuses on the curriculum and operation of the department, but it may explain any benefits to the department were the application to be approved. This statement is added to the case files.

A duly elected department DIP committee of tenured faculty shall evaluate the application, and explain their recommendation.

#### College

The Dean or equivalent administrator reviews all faculty submissions for DIP. They make a recommendation to the Provost with reasons explained in writing.

#### Provost

The Provost is delegated by the President to make the final decision on DIP leaves.

### **Assigned Time for Exceptional Levels of Service to Students**

Exceptional service awards are intended to recognize faculty who have a demonstrated commitment to working on issues faced by our diverse student population. Assigned time is awarded to faculty for mentoring, advising, and outreach, to support underserved, first-generation, and/or underrepresented students and other practices in support of such students, including those caused by cultural taxation, that goes significantly beyond the normal expectations of all faculty.

See CBA Provision 20.37 and University Policy [S15-1](#)

#### *Faculty Eligible to Apply*

All faculty (temporary and tenure line) are eligible to apply. However, faculty members already receiving assigned time for the same general category of activity (e.g., assigned time for excess enrollments, assigned time for committee service) shall not be eligible for support from this pool for the same activities.

Faculty wishing to apply must notify Faculty Services of their intention to apply ([up-facultyservices@sjsu.edu](mailto:up-facultyservices@sjsu.edu)). A case will be created, and an email invitation to apply will be sent to the faculty member's SJSU email address.

#### *Materials to be Submitted*

Materials are uploaded to eFaculty. However, the application does not make use of FAR in Faculty 180. Instead, all materials are submitted and the reviews take place in the RPT program. Candidates will fill in or submit the following items there:

1. A narrative proposal, not to exceed two pages, addressing review criteria in S15-1.7.2
2. An updated curriculum vitae (CV)
3. Prior awardees only: A one-page assessment of the results of any prior (or most recent) award.

### *Evaluation Steps*

#### Department

The Department Chair reviews the application and submits a form assessing whether:

1. The proposal meets the minimum requirements and criteria as outlined in policy S15-1.7.1
2. Proposed activities are not already supported by assigned time, or they substantially exceed the level of support that is currently provided
3. Assigned time can be implemented without undue hardship for scheduling or staffing critical curricula
4. They endorse the faculty member's assessments of prior (or most recent) awards

#### College

The Dean or equivalent administrator reviews the application and submits a recommendation to the Exceptional Assigned Time Committee.

#### University

A committee, the Exceptional Assigned Time Committee, reviews and makes recommendations to the Provost. The committee is reconstituted each year and consists of:

- One department chair from each college chosen by the Department Chairs in that college
- One faculty member from the General Unit appointed by the Executive Committee of the Academic Senate
- A student appointed by the Associated Students, Inc.
- The Provost or his/her designee will serve as a non voting *ex officio* member.

#### Provost

The Provost is delegated by the President to make the final decision on granting assigned time for exceptional levels of service to students.

**PART 4.**  
**OVERVIEW OF PROBATIONARY AND TENURED FACULTY EVALUATIONS**

**Periodic Evaluation of Probationary Faculty - Mini Review**

The primary purpose of the periodic evaluation of probationary faculty is developmental--to provide the candidate with a formative review of the 3 categories of achievement in University Policy S15-8, so as to encourage professional growth that will merit the award of tenure, and advancement in rank if applicable, by the end of the probationary period.

See CBA Article 15, special attention to 15.31 - 15.34; University Policies [S15-7](#), [S15-8](#), [F12-6](#) & [S20-4](#); [SOTE/SOLATE Interpretation Guide](#).

*Faculty Subject to Mini Review*

All probationary faculty members who are not undergoing a performance review (i.e., retention, promotion and/or tenure) must undergo periodic evaluation. Faculty members receiving "tenure clock stops" or extensions of the probationary period may be exempted during "gap" years. Nonetheless, they are permitted to submit a "mini review" dossier to receive the benefits of this formative evaluation even when it is not required.

*Materials to be Submitted*

At minimum, reviewers must use the following evidence to evaluate faculty performance during the period of review, in this case, the time since a) appointment, b) last periodic evaluation, or c) last performance review. Enter the following into eFaculty's Faculty180, Activities area:

1. Annual Summary of Achievements - Probationary (ASA-P)  
Enter or upload the ASA-P to Activities tab, "Review: Periodic Evaluation of Probationary Faculty - Mini Review"
2. Curriculum Vitae (CV)  
Upload to same-named tab.
3. All SOTE/SOLATEs  
These are automatically entered by FS staff into the "Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc." or the "Additional Courses and Student Evaluations" tabs. Reminder: Missing SOTE/SOLATEs must be accounted for.
4. Direct Observations of teaching (or equivalent)  
Upload these to the "Direct Observations of Teaching" tab. Missing direct observations must be accounted for.
5. Syllabi and other teaching materials  
A syllabus for each course title taught during the period of review should be included (e.g., if one taught only DSID 21 and DSIT 10 during the period of review, 2 syllabi total would be submitted). Other teaching materials that demonstrate effectiveness may be submitted too. Upload these to "Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc." or the "Additional Courses and Student Evaluations" tab if appropriate.
6. All prior Periodic Evaluations and Performance Reviews since initial appointment  
Upload to Prior Evaluations and Reviews tab.

Faculty may submit additional material. Since mini review is intended to help faculty develop successful careers, **all FAR materials in Faculty 180 since initial appointment will be available to reviewers.** To spark a more thorough review, you may spend time curating items in eFaculty's Faculty180 since the date of appointment or appointment plus service credit.

The department or appropriate administrator may enter evidence into the WPAF as well. Copies of materials entered this way **must** be given to the faculty member before the first level of review begins. The faculty member may submit an official response or rebuttal to any approved additional evidence.

### *Evaluation Steps*

#### Department

A duly elected department personnel committee of tenured faculty shall evaluate and provide formative statements to help the faculty member improve their performance and eventually attain tenure.

If the Department Chair is **not** a member of the committee, the Chair may submit a separate recommendation as part of the evaluation process.

#### College

The Dean or other college administrator such as an associate dean reviews all mini review submissions. The college is the final level of review in periodic evaluations of probationary faculty. The Dean may recommend a special retention performance review for a later cycle.

### **Periodic Evaluation of Tenured Faculty - Post Tenure Review**

The overall purpose of this periodic evaluation is maintaining and improving tenured faculty effectiveness. At SJSU, the emphasis of Post Tenure Review (PTR) is on evaluation of the effectiveness of the faculty member in terms of the scope and currency of their professional work, with reference to their current and future professional career plans. The review, to the extent possible, is a positive, formative, and proactive approach to enhancing faculty careers.

See CBA Article 15, special attention to 15.35 - 15.37; University Policies [S97-5](#), [F12-6](#) & [S20-4](#); [SOTE/SOLATE Interpretation Guide](#).

#### *Faculty Subject to Post Tenure Review*

Tenured faculty are subject to periodic evaluation at intervals of no greater than five (5) years since their last periodic evaluation or performance review. FERP faculty are not required to undergo post tenure review.

#### *Materials to be Submitted*

Faculty write a review of their job performance during the period of review (which is the time since their last periodic evaluation or performance review). Faculty are responsible for collecting and submitting into eFaculty all evidence required to support their review. Normally, faculty activities reporting should be filed in "Activities" tabs in F180. However, many PTR faculty are unfamiliar with eFaculty. Therefore, *PTR faculty are allowed to upload a single document (or set of documents) containing their review solely into the "Review: Periodic Evaluation of Tenured Faculty - Post Tenure Review" Activities tab in F180.*

Required PTR items include:

1. Post Tenure Review Statement.

Upload to F180 Activities tab, "Review: Periodic Evaluation of Tenured Faculty - Post Tenure Review."

Elements of the required review include:

- I. Review of Teaching

Review of teaching is required for those with teaching assignments.

- II. Professional Currency

Currency pertinent to the professional assignment of the faculty member shall be discussed. Evidence of professional development, engagement, and practice may be uploaded to appropriate Activities tabs.

- III. Reflective Model (elective)  
Faculty may elect to engage in a reflective model focusing on their professional career, and should discuss any professional development plan(s).
  - IV. Other Materials (elective)  
Faculty may discuss any other professional dimensions and upload other associated evidence or materials.
2. Last periodic evaluation or performance review (e.g., last PTR, tenure and promotion)  
Upload to the "Prior Evaluations and Reviews" tab.
  3. Updated CV  
Upload to "Curriculum Vitae (CV)" Activities tab.
  4. Evidence of teaching effectiveness
    - a. All SOTE/SOLATE ratings  
These are automatically entered by FS staff into the "Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc." or the "Additional Courses and Student Evaluations" tabs. Reminder: Missing SOTE/SOLATEs must be accounted for.
    - b. Any Direct Observations (peer review) of teaching  
Upload these to the "Direct Observations of Teaching" tab. Missing direct observations must be accounted for.
    - c. Syllabi and other teaching materials  
A syllabus for each course title taught during the period of review should be included (e.g., if one taught only DSID 21 and DSIT 10 during the period of review, 2 syllabi total would be submitted). Other teaching materials that demonstrate effectiveness may be submitted too. Upload these to "Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc." or the "Additional Courses and Student Evaluations" tab if appropriate.

Faculty may submit other evidence to support their PTR narrative. The department or appropriate administrator may enter evidence into the WPAF as well. Copies of materials entered this way **must** be given to the faculty member before the first level of review begins. Faculty may submit a response or rebuttal to any information submitted this way.

#### *Evaluation Steps*

##### Department

A duly elected department personnel committee of tenured faculty with rank shall evaluate and provide formative statements to help the faculty member maintain or improve professional effectiveness. The chair of the committee shall meet with the PTR faculty member.

If the Department Chair is **not** part of the committee, the Chair may submit a separate summary as part of the evaluation process. Regardless of the chair's involvement, University policy establishes a meeting between the chair and PTR faculty member.

##### College

The Dean or equivalent administrator reviews all PTR submissions. The college is the final level of review in periodic evaluations of tenured faculty. The Dean or appropriate administrator is responsible for meeting with the candidate after the review is completed.

#### **RTP Performance Review**

Performance review is required to attain retention during probationary status and for granting tenure, and/or promotion. Retention reviewers must maintain a formative perspective, but retention is not granted if tenure is deemed unlikely to occur. Tenure and promotion reviews are more critical, with feedback explaining reasons for performance ratings. RTP reviews have multiple steps of peer and administrator scrutiny and

recommendations, ending with a decision by the Provost (as delegated by the President). See Figure 5 for more information.

Faculty Services generates an RTP calendar each year with deadlines associated with each major moment of retention, tenure, and promotion performance reviews. You may find the calendar at this link:

<https://www.sjsu.edu/up/docs/full-deadline-calendar-for-rtp.pdf>.

See CBA Article 15, special attention to 15.38 - 15.48; University Policies [S15-7](#), [S15-8](#), [F12-6](#) & [S20-4](#); [SOTE/SOLATE Interpretation Guide](#).

#### *Faculty Subject to RTP Performance Review*

Faculty in their 3rd service year (or 4th for those appointed with 2 years of credit) undergo review for retention. Faculty undergo promotion to associate rank and/or tenure review in their 6th service year. Faculty may submit for promotion to full rank in their 5th year at associate rank or later. Early review for tenure and/or promotion is permitted. Probationary faculty must have already completed a retention review and not be scheduled for a special retention review to be considered for early tenure and promotion.

#### *Materials to be Submitted*

RTP performance reviews require examination of a “full dossier,” or extensive WPAF. Reviewers expect to see robust reporting of faculty accomplishments. Probationary faculty should be regularly submitting evidence in the faculty activities reporting (FAR) area of eFaculty, Faculty180. Faculty should report and submit evidence of all teaching or academic assignment, service, and research, scholarship, and creative activities. There are strict deadlines for submitting the dossier and for its subsequent review. There is a short window for late-add submissions. See the [RTP Calendar](#) for more information.

Part 5 of this document should help with organizing the dossier. The [Center for Faculty Development](#) offers dossier preparation services to help faculty put forward their best case for advancement in the review process.

#### *RTP Evaluation Steps*

All the steps in the RTP process are represented in the flow chart, Figure 5, on the next page. It follows candidates’ dossiers through 4 stages of the process, dossier preparation, review levels, late add, and decisions.

#### Department

A duly elected department personnel committee of tenured faculty with rank shall evaluate and provide statements to help the faculty member maintain or improve professional effectiveness and to explain their recommendations.

If the Department Chair is **not** a member of the committee, the Chair may submit a separate recommendation as part of the evaluation process.

#### College

A duly elected college RTP committee of full professors representing college departments shall evaluate and provide statements to help the faculty member maintain or improve professional effectiveness and to explain their recommendations.

The Dean reviews all RTP submissions and makes independent recommendations.

### Late-Add

A committee composed of representatives elected by and from each college's RTP committee reviews requests to add items to the dossier. Criteria are found in the [Late-Add Guidelines](#). If additions are approved, the dossier returns to the first step to allow the department and then college levels to reconsider their recommendations.

### University

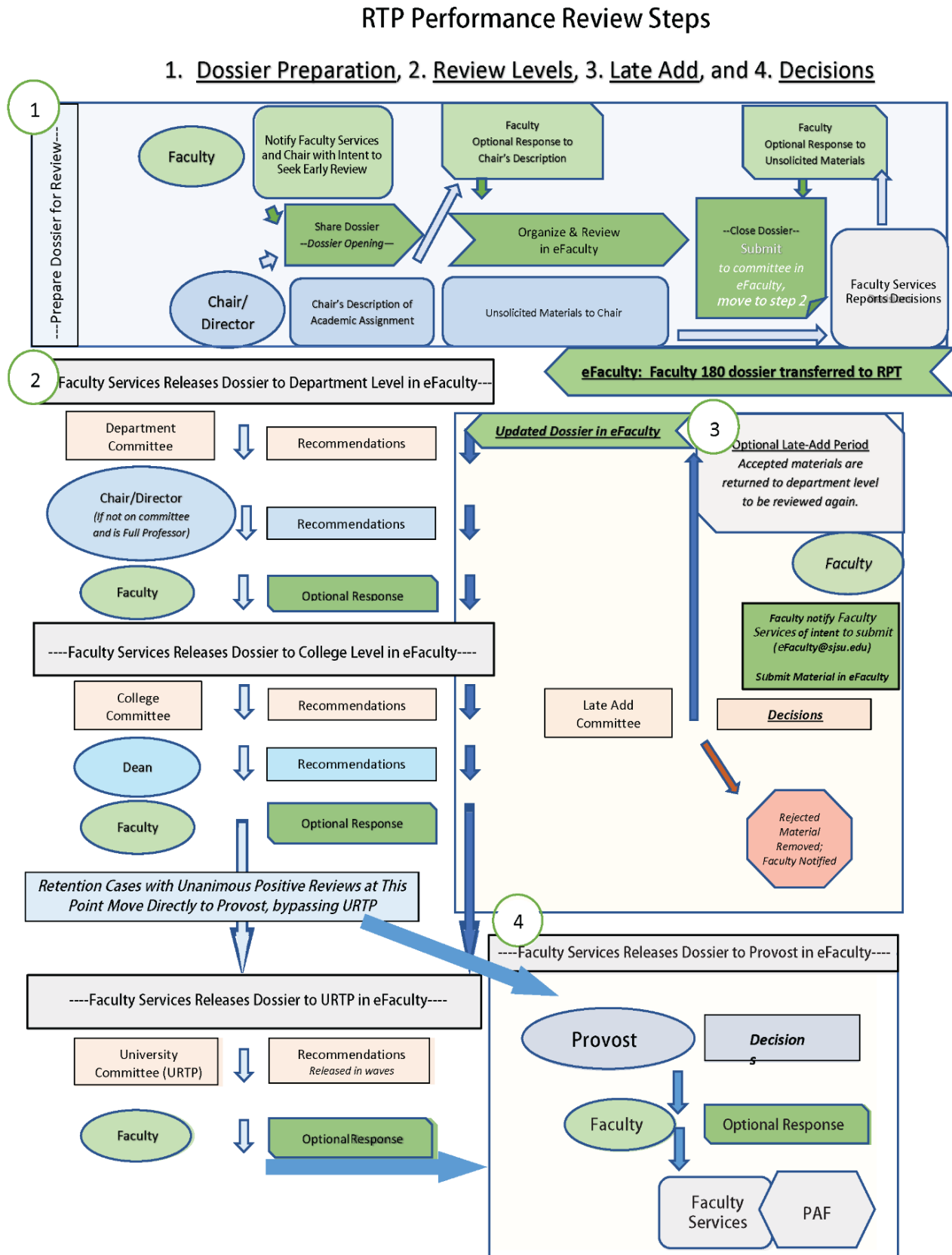
A duly elected University Retention, Tenure, and Promotion Committee (URTP) of full professors representing colleges evaluates dossiers and makes recommendations. URTP reviews all promotion and tenure cases, but among retention cases, it only reviews those with any negative recommendation or vote. Retention cases with only positive recommendations move directly to the Provost for review.

### Provost

The Provost is delegated by the President to make all RTP decisions.



Figure 5. RTP Dossier's Performance Review Steps





**PART 5.**  
**FACULTY ACTIVITY REPORTING IN EFACULTY:**  
**CREATING THE DOSSIER OR PACKET**

As noted above, San José State University uses eFaculty to assist faculty who are organizing their accomplishments when undergoing evaluations. eFaculty is a personal database and electronic repository--a place to archive information and documents pertaining to all of the aspects of professional academic life, organized into categories corresponding to categories of responsibility for tenure line faculty: teaching (or academic assignment), RSCA and service.

At SJSU, eFaculty is used for multiple faculty review purposes. For example, departments/schools and colleges capture faculty information for reporting and accreditation purposes, reducing redundancy in activity reporting by department faculty. This section, however, focuses on its functionality for periodic evaluations and performance reviews of faculty.

This section shows how and where to put FAR (dossier or WPAF) information into Faculty 180 (F180) in eFaculty. It may be helpful to open the "Activities" section (Figure 4, in Part 1 above) in eFaculty while reading these instructions. There is also guidance and advice in the tabs in "Activities" once the tabs are opened by the user. The tabs in "Activities" were developed for FAR in retention, tenure, and promotion performance evaluations. The tabs are now used to organize faculty accomplishments for all other periodic evaluations and range elevation. The focus here is on the "dossier" as required for RTP, but guidelines for contents of the tabs are the same nonetheless.

University policies dictated the general content of the RTP dossier, but faculty members are responsible for its preparation. Creating your dossier or packet is your chance to communicate your strengths and accomplishments. Due to the "ongoing" nature of faculty work, representations of academic careers (such as CVs or dossiers) are always tentative statements--they are always incomplete and subject to change. At best, they reflect who one is as a scholar and educator. Past successes, ongoing work, professional aspirations, and philosophies should be displayed in ways that are digestible by the academic community, and paint a picture of the accomplishments and impact of the scholar or professional.

In all reviews, it is important that the assembled materials in the dossier, including narrative descriptions and uploaded items, provide a clear picture of your overall focus and trajectory. While evaluators of lecturers must focus on the type of assignment the faculty member has (e.g., only teaching), everyone is aware that research, professional activities, and service inform teaching and vice versa. Therefore, all faculty should take note that synergy across the three faculty professional responsibilities (Teaching, RSCA, Service) has high value at SJSU; faculty should endeavor to explain how any other projects or experiences may relate to all three dimensions (or the dimension(s) for which they were appointed). Lecturers in particular should feel empowered to provide any professional experiences that have demonstrable impact on the value they bring into the classroom.

For advice on how to frame the dossier content, or what information is most important, please consult with your department chair and/or with the Center for Faculty Development. At FS, we hope that eFaculty helps you to effectively make your case for career advancement. Please do not hesitate to reach out for assistance if you encounter obstacles to presenting your case in the way you would like (at [efaculty@sjsu.edu](mailto:efaculty@sjsu.edu)).

**General Dossier or Packet Advice and Information**

*Technical Support*

Help with technical issues (not policy or strategy) is readily available from the FS team or Interfolio. You may direct questions to the Interfolio helpline where the scholars services team will answer them: PH. 877.997.8807 or [help@interfolio.com](mailto:help@interfolio.com). You are also invited to reach out to FS staff using this email address: [efaculty@sjsu.edu](mailto:efaculty@sjsu.edu).

*Training*

The Provost’s Office will hold multiple training sessions for faculty in fall semesters. Incidentally, they also hold training sessions for committees and administrators that focus more directly on RTP policies. FS has created several web-based tools to help faculty under review. Periodically, there are also training sessions via Zoom for faculty candidates and reviewers on how to use eFaculty. Technical training information may be found on the [eFaculty Training and Help web pages](#).

*Tips for Entering Activities*

Look through the sub-folders before you begin entering information

eFaculty “Activities” tabs and corresponding dossier “folders” are discussed in the next section of this guide. To make building your case more efficient, you will want to get a big picture understanding of what is required and requested for each folder. Consult that section throughout the dossier preparation period.

Cloning Entries

Use the line-item “clone” icon to copy one entry in a tab to use as a template for entering information that is highly similar. For example, if a large number of students were supervised in one semester, one can “clone” the first student’s entry, and all that’s left is to change the name in the copied version. “Clone” is quite helpful when reporting service.

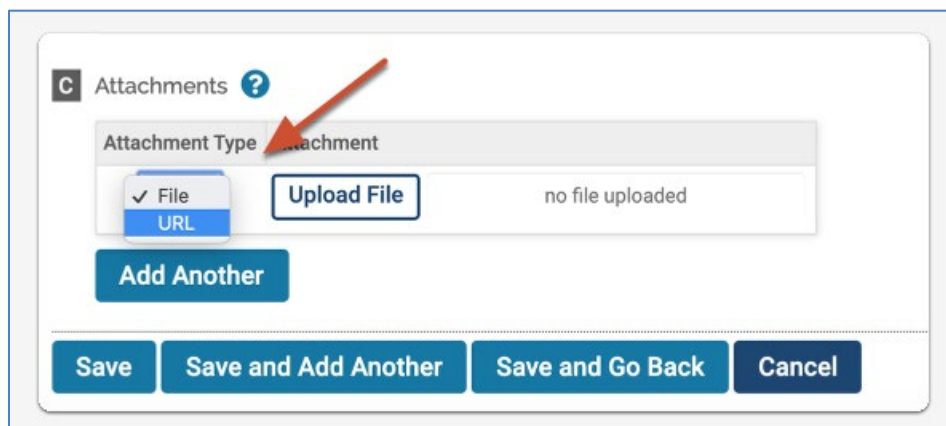
Test evidential documents for translation into RPT

F180 accepts material in a variety of file types, up to 500 MB in size. The following file formats will be converted to PDF and are viewable in RPT: DOC/DOCX, XLS/XLSX, PPT/PPTX, DOT, ODT, WPD, RTF, TXT, HTML, PDF, TIF, TIFF, PNG, JPG/JPEG, GIF, BMP, and links to web page URLs including links to hosted media files.

By uploading a URL (Figure 6), you can include web pages that will display to reviewers in the document reader. Use YouTube and Vimeo (or other services as added by Interfolio) to include video and audio files. Video/multimedia content is not hosted directly on Interfolio’s servers. Instead, YouTube and Vimeo media content are pulled into the RPT reader where reviewers can access them along with all other materials.

Please note that uploaded files are displayed to reviewers using their original file names. To project a professional image, one should not name files with idiosyncratic naming conventions, cavalier titles, or personal references (e.g., “aabx.doc,” “stupid student evals.pdf,” “DeanForcedMeTo.pdf”). To facilitate a fair review, names should reflect the contents of the file and/or the professional area of achievement.

**Figure 6. Selecting URL for Media Files**



If a file type that cannot be displayed in the RPT reader is used, a link will be displayed for the reviewers to the original file in F180. Reviewers may need to download it to their computer to open it. If the original file works in F180, it will work for reviewers upon linking to it.

Note: If a file is over 100 MB it will not be converted to display in the RPT reader but will be available as a link.

Files that cannot be displayed in RPT include files with improper extensions (e.g., Word document extension that is misidentified as a .zip file), empty size files of any type, 0-byte files are most commonly .txt or other plain text file types, and PDF with issues explained below.

#### Convert your files to PDF before uploading

Converting your document files to PDF before uploading is helpful because in transition from F180 to RPT, they will be converted to PDF format anyway. This gives you more control over how your documents appear to your reviewers.

Convert image files to PDF before uploading them. We recommend collecting images into a single PDF file. This gives more control over how materials appear to reviewers.

When submitting PDFs, be aware that PDF bookmarks can confuse reviewers. Bookmarks in the F180 documents are included when materials are displayed to recipients in RPT. However, the RPT reader also displays individual uploaded documents as bookmarks in their PDF display system (bookmarks with titles formed from the names of the uploaded documents). To keep things simple, avoid adding bookmarks to the documents uploaded to F180.

Unfortunately, scrolling text in F180 PDFs does not scroll in the RPT reader (so text is unviewable). Make sure that scrolling boxes have text that is completely viewable within the delineated space, or reformat the original document to display in full once-hidden scrollable text.

Other problems arise with PDF files when using complex fonts, highly layered contents, extremely large documents, encrypted files (they have password protection), and corrupt or damaged PDF files (they cannot be read by any PDF reader).

Use the preview packet function to view your dossier from the perspective of the reviewers. This function will activate as soon as UP - FS generates a case in RPT to capture your dossier for the review.

#### When organizing material, 'more is less'

Reviewers must be guided through your material, so you must let them know how each activity or item of evidence demonstrates your professional effectiveness. Faculty Activities Reporting (FAR) merely warehouses your professional achievements. So put thought into organizing material for review with a goal of reducing the workload of your faculty peers and administrators.

Reviewers will see a somewhat linear presentation of your dossier with review front matter first, followed by a) academic assignment, usually teaching, b) service, and 3) research scholarship and creative activities (RSCA). If activities need to be reviewed in more than one area, address them in each pertinent area. However, one must re-enter some of the information and make reference to placement of evidence in the other area(s).

Always provide context for achievements. Explain the significance of dossier entries. To do this, provide additional descriptions in text boxes and upload attachments to guide reviewers' impressions or to add additional context or information to clarify the nature of an activity.

If the item is self-explanatory, there is no need to attach additional documentation unless it is required in the review. Hyperlinks may also be placed in descriptive text boxes. However, committee members are under no obligation to follow those links.

When entering multiple items in a tab in the dossier, the "save and add another" button prevents data loss. For example, under "Front Matter" there are multiple documents required. As you add and upload each document, click the *Save and Add Another* button at the bottom of the screen to prevent having to redo work.

#### Enter activity dates as semesters/terms and years

One *must* enter activity timeframes or "date stamp" items to properly identify activities and materials that are attributable to the period of review. In eFaculty, timeframes are established by reference to the year and term or semester (i.e., winter, spring, summer, and fall). Each activity entry requires one to identify the "Start Semester," and often requires a concluding, "End Semester." When the date stamp time frame in F180 overlaps with the period of review time frame established in RPT, the item will be transferred to the case in RPT for reviewers to access. A few things to remember to properly use date stamping are:

- An entry may start and end in the same semester (e.g., Fall 2023 – Fall 2023).
- Any entry with the end semester registered as "ongoing" will remain active in all future reviews. So revising date stamps may be necessary at times.
- The date stamp for forthcoming work should not use the estimated semester of release if it is out of the range of the period of review. Items "date stamped" for the future beyond the period of review will not be transferred to reviewers.

Probationary faculty should ensure that they document the entire period of review for their probationary period. Include any probationary service credit years awarded upon being hired. Associate professors counting prior years at rank at another university should document achievements in those years.

Probationary service years always begin with a fall semester, first duty day. For those receiving credit from a prior campus, unless otherwise documented in the appointment letter, the service period begins on SJSU's first duty day of a fall semester preceding one's first fall semester at SJSU by the number of years granted (1 or 2 years only for probationary credit). For example, if appointed in Fall 2015 with 1 year of service credit, the dossier's material will start in Fall 2014 and include items from the previous institution in AY 2014-2015 (starting with the first duty day of AY 14-15).

#### Fill all information fields for activities you enter, and enter information often

It is recommended that faculty regularly enter information/material into eFaculty at any time during the year to keep records for any review up-to-date. eFaculty can also create CVs, resumes, and biographical sketches at any time from entered information, such as for use in grant applications, among other things. eFaculty may also be used by departments and colleges to complete other kinds of reviews such as RSCA metrics and accreditation. While some information may not be necessary for RTP purposes, it may be necessary for other processes; entering full information now will save effort later.

### Check the FAQ and Help Resources

Access the FAQ and eFaculty help pages after logging in to eFaculty. Once in, click on the "Announcements & Help" section in the upper left sidebar under Faculty 180. Even more helpful is the [eFaculty Training and Help](#) web page. There are multiple help guides available, QuickTips for specific functionality, and video demonstrations of how to enter items tailored to the review types. There are also instructions and calendars found by clicking on the evaluation type in the left sidebar of the web page.

### **Preparing the Dossier for Review - Previewing and Submitting**

Next, we turn to the final stages of preparing the dossier or packet for review: Previewing and submitting. This section provides some "how to" tips for completing your submission.

#### *Previewing the Dossier or Packet*

Prior to UP - FS creating a review case in RPT, faculty are able to preview their dossiers from a limited reviewer's perspective at any time. To do so:

1. Click on Vitas and Biosketches (Warning: familiar academic idioms will often carry different meanings in eFaculty. Here, "vita" is a technical term for the Interfolio summary document scraped from FAR, minus attachments.)
2. Select Legacy Vitas
3. Select the review type--for example, for RTP that is "Retention, Tenure, Promotion Dossier."
4. Select the start and end semesters of the period of review
5. Click "Refresh Vita"

After UP - FS has created a case for a review process (i.e., generated a "packet" for review) you will have access to the reviewer's interface at any time prior to the packet being locked (i.e., submission deadline, dossier closing date). To access the reviewers' perspective:

1. Choose "Your Packets" in the upper left sidebar.
2. Click the link to view the packet. (Figure 7, Image 1)
3. Click "Preview Packet." (Figure 7, Image 2)
4. Your dossier, complete with attachments pulled in from Faculty180, will be viewable from the reviewers' perspective of the RPT reader.

Upon making changes to the material in FAR, you will need to "regenerate" the "vita" in order to transfer the new material to the RPT reader--it does not update automatically. If your "vita" is marked as "Unlocked," you should see an option to regenerate the vita. Click "Regenerate."

Clicking "Regenerate" will open "Regenerate Vita" with information about when the vita was last generated and Vita Name and Term Range (see Figure 8). Any information added or updates to existing activities after the date of last regeneration will not be reflected.

Clicking "Regenerate" will update that information and any attachments added or removed. After the deadline for review, dossiers will be locked. One cannot update or "Regenerate" the dossier or packet after that date. If there is a reason to update the dossier or packet, after a review has begun, contact Faculty Services staff for assistance ([eFaculty@sjsu.edu](mailto:eFaculty@sjsu.edu)).

**Regenerate and Submit the Dossier**

When you are ready to submit the dossier, go to "Your Packets." View the packet. Upon viewing the packet, you will click "Packet" or "Edit." This takes you to the submit page. Click "Expand All" or the ">" icon left of "Faculty180 Vita" (see Figure 9). Select "Regenerate" in the bottom right of

**Figure 7. Screenshot of "Your Packets" section in eFaculty**

Image 1

Packet	Type	Status	Due Date
Justice Studies Lecturer Range Elevation Review	Review	Not Submitted	-

Image 2

San José State University > Your Packets >

### Lecturer Range Elevation Review

Unit: Justice Studies | Type: Review | Candidate Instructions: View Instructions

Overview | Packet

Below you will find an overview of the packet requirements outlined by your institution. This page will be updated as you make progress toward your packet. To learn more, read the Candidate's Packet Guide.

Faculty180 Vita  
Locked | View

Type
Lecturer Range Elevation

**Figure 8. Regenerate Interface in eFaculty**

**Regenerate Vita**

The vitae was last generated on Apr 22, 2020. Any information added or updates to existing activities after Apr 22, 2020 will not be reflected. Please regenerate the vita to capture any new activities or information.

**Vita Name**  
Tenure and Promotion Vita

**Term Range**

Start Term	Start Year	End Term	End Year
Spring	2017	Fall	2019

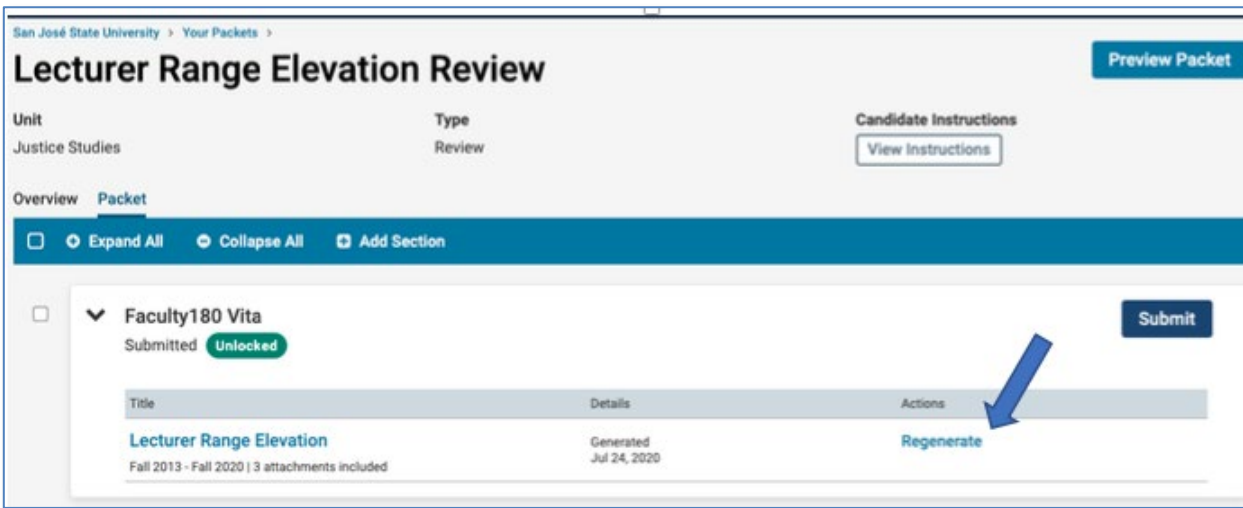
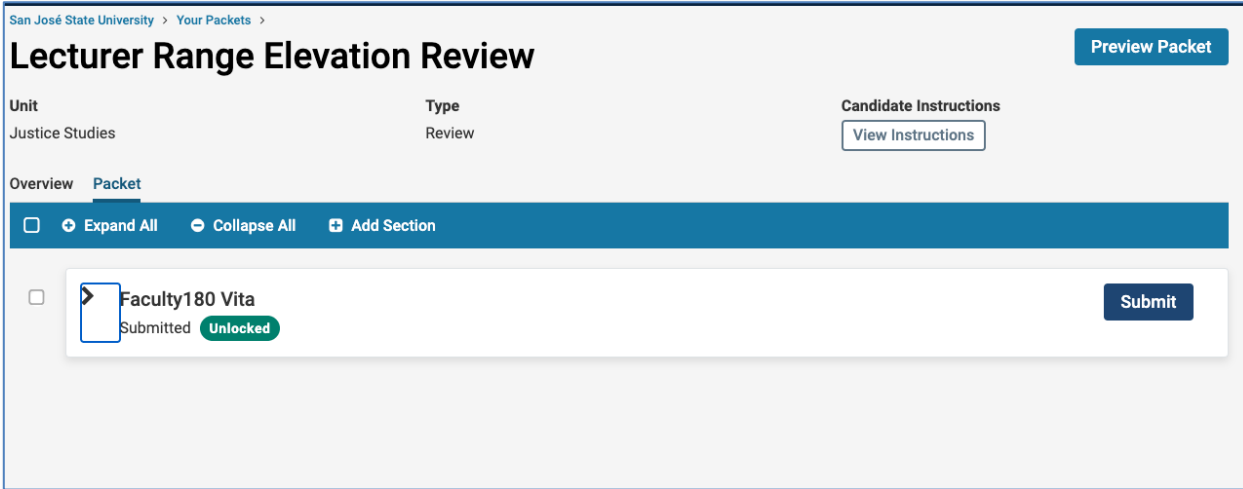
Regenerate | Cancel

the Faculty180 Vita field (under Actions). Finally, click "submit." Submitting the dossier will lock it, preventing further changes from taking place (unless an administrator unlocks the file).



Always “Regenerate” prior to submitting a dossier or packet for review. Communication about the dossier, and recommendations and the final decision, will arrive in your SJSU email inbox.

**Figure 9. Submitting the Dossier**



## PART 6. THE RTP DOSSIER FORMAT GUIDE

### INTRODUCTION

This section of the guide focuses on guidelines for organizing the Retention, Tenure, and Promotion dossier. However, other users may find it helpful to them if they plan to introduce evidence into other types of reviews or if they are a reviewer seeking where to find items that should be in the dossier. Using the proper tabs for your evaluation materials helps reviewers understand your accomplishments more readily, and improves their ability to make a fair evaluation.

The Senior Director, Faculty Services in consultation with the Professional Standards Committee produces and maintains this format guide for the dossier. This guide specifies the organizational structure of the dossier, summarizes all required materials, specifies its format, the length and types of appropriate documentation, required statements or narratives by the candidate, and any other required characteristics.

CBA 15.12 establishes the responsibility of the faculty member to provide and organize into the dossier by the dossier closing date all materials required for review and needed to support their case. ***Failure to submit required documentation or otherwise cooperate in the evaluation process may be taken into consideration of the merits of the faculty member's performance.***

### Evaluation Tabs

The first 5 Activities tabs in eFaculty are for use only when undergoing the evaluation types listed on the labels. The tab corresponding with the intended evaluation is the only one of these that can be transferred to reviewers in RPT. These are explained in the first section of this guide, "Part 1. Quick Overview of eFaculty." RTP users can ignore the first 4 "Review" tabs as they do not apply to RTP performance reviews.

As stated before, with the exception of the first 5 "Review" tabs, all other tabs may be used by faculty to organize and store evidence of their accomplishments. Activities and evidence will be available to reviewers as long as the activities are date stamped to correspond with the "period of review." If there is no overlap between a tab's activities dates (date stamped) and dates of the period of review, the tab title will not be displayed to reviewers at all--it is as if that tab were never part of the dossier. Do not feel compelled to add information to a tab unless items there are required for your review.

In this guide, special attention will be given to items that are required to be in the dossier. Faculty should work with their department chair or school director to ensure all required items are present. If required items are missing, the case will be held back until missing items are inserted by FS staff, and the dossier will be returned to the first review level. RTP candidates are advised to watch [this video](#) to gain insights into what goes where in eFaculty to build the dossier.

### FRONT MATTER ITEMS

#### Tab - Review: Retention, Tenure, Promotion - Dossier Front Matter

This section is the first that reviewers will see after the "vita" summary generated by the RPT Reader. Here, candidates place the following **required documents** (which are explained in turn below):

1. Chair's Detailed Description of Academic Assignment (signed and dated)
2. Tenure-clock stop memos (if applicable)
3. Department RTP Guidelines (if any)
4. Current Dossier Index



### *Chair's Detailed Description of Academic Assignment*

This **required** document should accurately describe your responsibilities over the period of review. It is **not** an evaluation **at all**. It conveys your work assignments, expected duties of department faculty, and unique responsibilities. This is where details such as classes taught, assigned time for service, advising load, and so on are delineated. It must be signed and dated by the Chair. A chair up for promotion should write their own description, but it should be reviewed and approved by their dean's office. The chair's letter is likely to resemble the templates offered by Faculty Services to chairs and directors for their use with [Assistant Professors](#) and [Associate Professors](#).

Your Chair should provide the description on the due date in the RTP Calendar, typically a few weeks prior to the dossier closing date. You may write a response if you feel it is not accurate. The information contained in this document will provide an important perspective for reviewers, enabling them to appreciate anything unusual or distinctive about your responsibilities (e.g., that you teach only graduate level courses, or that you have a demanding advising load).

Use the dropdown menu to choose the file type: Chair's Description of Academic Assignment (signed and dated). The start semester for the date stamp should be reported as the fall semester of the year in which you last submitted a dossier resulting in promotion, or your service credit date or hire date, if you have not previously been promoted. The end semester for the date stamp is the semester the document is given to the candidate.

### *Tenure Clock Stop Memo (if any)*

Faculty are not required to submit personal information about their leaves (i.e., personal or professional leaves of absence) taken during the time under review. However, they do need to document the time base and duration of their leave(s). If you wish to include information about any leaves taken to provide context for achievements, it can be done in the narrative statement.

If a leave was accompanied by a "tenure clock stop," or if one were granted an extension of the probationary period due to COVID-19, the memo authorizing the tenure clock stop or extension must be uploaded under "Tenure Clock Stop Memo" using the dropdown menu. This is a **required** document.

The start semester for the date stamp should be reported as the semester when your tenure clock was stopped (the evaluation gap year) and the end semester as "ongoing" or as the final spring semester of your probationary period. This is because it affects the remainder of the probationary period. (This is an example of where the end semester would need to be changed from "ongoing"; the memo would not be relevant when a faculty member submits a dossier for promotion to full professor.)

### *Department RTP Guidelines (if any)*

If your department has its own approved RTP guidelines to supplement those in University Policy [S15-8](#), they are **required** and should be uploaded in this tab. Only valid (current) guidelines may be uploaded. Note that in some cases, candidates may choose between effective guidelines or guidelines and no guidelines (see [S15-7](#), section 4.4).

Department RTP Guidelines provide important information for the reader about assessing professional emphases and/or accomplishments that may be distinctive to your subject area or department. Only guidelines in effect during the period of review should be placed in this section. The start semester should be

reported as the semester that the guidelines were adopted, and the end semester as "ongoing." Current Department RTP Guidelines may be found at this [UP web page](#).

#### *Current Dossier Index*

Pursuant to Article 15.9 of the CBA, a comprehensive index (item 4) must be prepared by the RTP candidate. The index is a **required**, exhaustive list of all items submitted for review during the current period of review. eFaculty can generate an almost complete draft of the index (with the Vitas & jBiosketches tool) after all material is entered, but the vita lacks entries for attachments or documented evidence that was uploaded to the dossier tabs. It is a responsibility of the faculty member to index **all** items in the dossier.

To create a complete index of the dossier, generate a list of all items including uploaded files/evidence. One may create a complete index from scratch. However, experience has shown that most faculty prefer to download a copy of the "vita" using Vitas & Biosketches and adding the attachments that are not listed through 1 of 3 strategies:

1. Inserting a brief description of the missing attachments in the vita where mentioned,
2. Adding a list of descriptors of the missing attachments for each area of professional responsibility at the end of each area section, or
3. Creating an Appendix to the vita document with a brief description of each attachment grouped by area of professional responsibility.

To create the framework for the index in eFaculty—after you have completely populated the dossier—click on the "Vitas and Biosketches" link in the F180 sidebar:

1. Select "Legacy Vita"
2. Choose the "Retention, Tenure, Promotion Dossier" item (Figure 10).
3. Set the date range to correspond with the period of review.
4. Click "Refresh Vita."
5. Then click "Export/Share," and select a file type (Word is easier for most).
6. The file will download to your computer for you to edit
7. Add missing information and/or evidence (brief descriptions of attachments) to the document. Use titles that are descriptive of the evidence--sometimes file names work. For example, SOTEs Fall 2019-AAH 114.09 or Manuscript: *This S-old House, Farms of Canada*. One may insert item descriptions or titles using one of the strategies above.

**The final Index should be a comprehensive list of all things submitted for review.** Print the edited dossier index to PDF. Then upload that PDF to the tab, choosing the dropdown Current Dossier Index. The date stamp's start semester should be reported as the fall semester the review begins, and the end semester should be the same.

**Figure 10. Generating the "Vita" to Edit to Create the Official Dossier Index**

Home > Vitas & Biosketches >

## Vitas & Biosketches

View Vita

Vita Options

Type\*  Institutional  Personal

Retention, Tenure, Promotion Dossier (University) ▼

Date range\*  All  Custom

Begin\* Summer ▼ 2019 ▼ End\* Summer ▼ 2020 ▼

Hide date range in vita output

Note: date range only applies to items from activity input

Refresh Vita Export/Share ▼ Print

### Tab - Appointment Letter

Faculty are **required** to upload a scanned copy of their original appointment letter. This letter documents the assignment as a probationary faculty member at SJSU. If you were ever reassigned to a different unit or division, or your assignment changed, the letter with revisions (i.e., Addendum to the Appointment Letter) should be uploaded too.

For the appointment letter, the start semester should be your semester of initial appointment and the end may be "ongoing." Once set, this tab is static unless your appointment is revised. (For lecturer faculty in other evaluation types, the first letter or subsequent revision serves as the "appointment letter." Routine recurring letters or recurring terms and conditions need not be provided.)

### Tab - Prior Evaluations and Reviews

Faculty are **required** to upload prior evaluations and performance reviews. These are always entered in reverse chronological order. Probationary faculty must upload all evaluations of the probationary period up to the current performance review. Faculty seeking promotion to full professor are required to upload their promotion to associate review and all evaluations that have occurred since (such as post tenure reviews).

Faculty who cannot locate their **required** prior evaluations should seek assistance from their department or their dean's office. If they cannot get help there, they should send a request to Faculty Services staff ([eFaculty@sjsu.edu](mailto:eFaculty@sjsu.edu)). Prior evaluations and reviews may be uploaded as a single document set, or they may be uploaded individually in this section. The start and end semesters should be date stamped according to the time the review(s) took place. Take care to ensure the prior evaluations are date stamped so that the set's dates overlap the dates of the period of review.

*Probationary candidates.*

Material from prior mini reviews and retention reviews should be placed in reverse chronological order. The expected contents of each review type are described below.

- Mini Reviews:
  - Annual Summary of Achievements
  - Evaluations by all reviewers
  - Any responses/rebuttals to Evaluations
- Performance reviews:
  - President's Decision and/or Provost's Decision or recommendation
  - URTP Recommendation (if applicable)
  - Dean's recommendation
  - College Committee recommendation
  - Chair's recommendation (if applicable)
  - Department Committee recommendation
  - Optional responses/rebuttals placed with the corresponding recommendation
  - Chair's description of academic assignment
  - Candidate's Narrative
  - Curriculum vitae (CV) at time of the review
  - Dossier index

*Associate Professors.*

Material from the most recent promotion review, and any subsequent evaluations (e.g., tenure performance review(s) and any post tenure review(s) should be placed in reverse chronological order. The expected contents of each review type are described below.

- Performance reviews (most recent promotion review **and** other full reviews **since** the most recent promotion):
  - President's Decision and/or Provost's Decision or recommendation
  - URTP Recommendation (if applicable)
  - Dean's recommendation
  - College Committee recommendation
  - Chair's recommendation (if applicable)
  - Department Committee recommendation
  - Optional responses/rebuttals placed with the corresponding recommendation
  - Chair's description of academic assignment
  - Candidate's Narrative
  - Curriculum vitae (CV) at time of the review
  - Dossier index.
- Post Tenure Reviews (if applicable):
  - Candidate's Career Review
  - Dean's Comments
  - Summaries/Evaluations by Chair (if applicable)
  - Summaries/Evaluations by Department Committee
  - Optional responses/rebuttals placed with the corresponding Summaries/Evaluations

**Tab - Candidate's Narrative Statement**

The candidate's narrative is **required**, but it is the responsibility of the faculty member per CBA 15.12 to provide this document prior to the closing date. It establishes a vision of the professional career and establishes a framework for reviewers to understand the candidate's work. The narrative should assert the case for advancement. This is an "overview" document, not a detailed analysis of activities. Consult with the Center for Faculty Development if you need assistance with this very important document.

S15-8 calls for a single narrative statement. The narrative provides an opportunity to state the overall case for retention, tenure, or promotion. You may explain your philosophy, agenda, and accomplishments in all three categories of review as well as any areas of overlap or synergy between the three duty categories. (Optional sections are provided for each of the three categories of professional responsibility to allow more focused discussion of each area.) The narrative is expected to be fewer than 2000 words.

You may date stamp this document using the semester the dossier is submitted as both the start and end semesters.

#### *Tips for the Narrative*

Use the narrative statement to support your case by referring to specific documents included elsewhere in the dossier. For example, teaching faculty might explain their teaching philosophies and strategies for achieving student learning, and cite course materials, evaluations, or assessment data to document their increasing effectiveness as teachers. One may explain trends in teaching metrics.

You could explain your RSCA-related growth by describing continuity or development and progress towards culminating achievements, referring the reader to specific documents. One may detail service activities and responsibilities, explain committee involvement, and link the explanation to specific examples of successfully completed projects.

The narrative can explain how accomplishments in one category supported growth and development in the other two. For example, you may indicate how including students in RSCA benefits student learning and may have provided service to others.

Finally, you may use hyperlinks to external information, but your committee may not examine those links. Unfortunately, one cannot create hyperlinks to files within eFaculty.

#### **Tab - Curriculum Vitae (CV)**

Upload your most current CV. The **required** CV may be in any format that is appropriate to your discipline. However, make sure that the CV:

1. Has a clear, easy to follow, format.
2. Includes effective dates for all accomplishments and activities.
3. Details which of your scholarship items were peer reviewed.
4. Corresponds with the material in eFaculty, leaving no discrepancies between them (e.g., same order, consistent use of nomenclature).

You may date stamp the CV using the semester the dossier is submitted as both the start and end semesters.

#### ACADEMIC ASSIGNMENT

#### **Tab - Academic Assignment or Teaching Effectiveness Narrative**

This section provides the candidate flexibility for enhancing reviewers' understanding of their teaching quality. For example, candidates may add a statement to frame the material submitted for teaching effectiveness, or provide guidance particular to teaching effectiveness material. This section is not required, and it should not replicate statements about teaching from the candidate's narrative statement. The date stamp should reflect the semester the dossier is submitted.

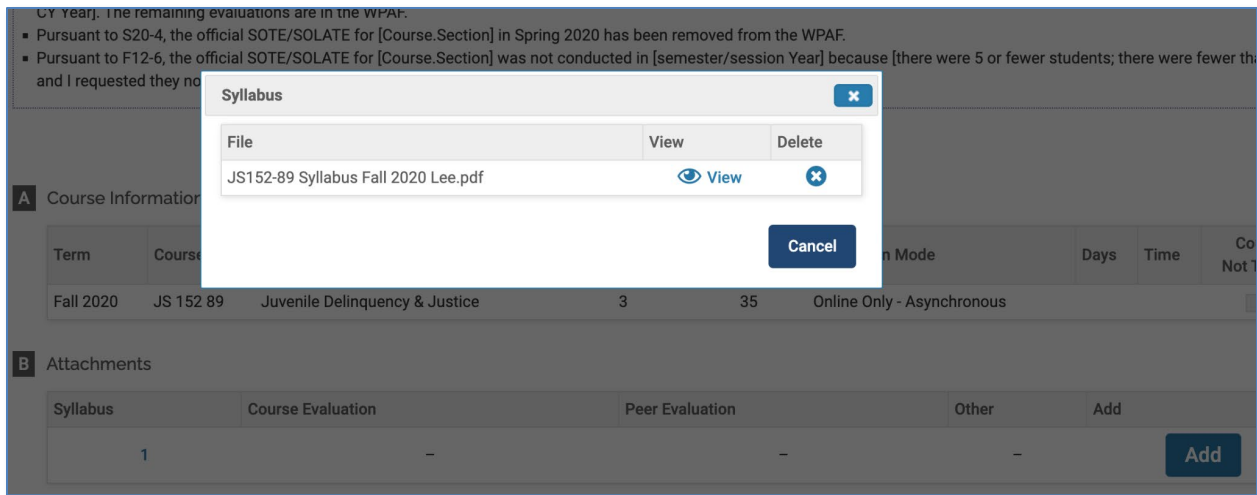
**Tab - Classes Taught at SJSU, SOTE/SOLATEs, Syllabi, etc.**

This section is prepopulated with classes taught at SJSU using data from PeopleSoft. If there is an error, please contact [efaculty@sjsu.edu](mailto:efaculty@sjsu.edu) with a copy to your Chair describing how the information should be corrected.

This tab allows faculty to upload documents linked to each class, such as required syllabi and selected course materials that demonstrate instructional quality and effectiveness. Note that there are other tabs for Direct Observations of teaching (peer observations) and for classes taught at other institutions.

Faculty may add or remove items from this area of the WPAF by locating the class for which an attachment applies. Selecting the pencil icon on the far right of the class's row opens the dialog box for the class's attachments. The attachments area displays the number of attachments under each category (i.e., Syllabus, Course Evaluation, Peer Evaluation, and Other). The "Add" box should be selected to upload an attachment. The number, however, serves as a link to view the attachment(s) already in that category or to delete one or more of them (see Figure 11). If there is no number under a category, there is no attachment of that type.

**Figure 11. Dialog box to View or Delete a Class's File**



*SOTE/SOLATEs*

The **required** student course evaluations (SOTE/SOLATEs) are now prepopulated in this section (Spring 2013 - present). If a faculty member's official SOTE/SOLATE files do not match a class during the upload to eFaculty, the SOTE/SOLATEs are redirected and stored under the "Additional Student Evaluations" Activities Tab. If SOTE/SOLATEs are missing or if there are errors, please contact FS staff at [efaculty@sjsu.edu](mailto:efaculty@sjsu.edu).

Per S20-4, faculty may choose to exclude any or all student course evaluations during Spring 2020. Per F12-6, the survey results from one class per qualifying academic year may be removed. Faculty must have taught at least fifteen WTUs evaluated via the SOTE and/or SOLATE instrument during that review year. The "review year" for tenure line faculty begins with the fall semester and ends with the summer term.

If exercising the option to eliminate one class's SOTE/SOLATE from consideration per [F12-6](#) or any spring 2020 classes per [S20-4](#), it is best practice to document the removal citing the relevant policy. Sample statements are provided in the [Guidelines for Exclusion and Rebuttal of SOTE/SOLATEs](#). One cannot partially



remove student evaluations (e.g., one cannot remove only the quantitative section). Also, remaining SOTE/SOLATEs shall be representative of teaching assignments (including special session classes).

Faculty may remove SOTE/SOLATEs from the WPAF by locating the corresponding class in this tab. Selecting the pencil icon on the far right of the class's row opens the dialog box for the class's attachments. The attachments area displays the number of attachments under each category. Selecting the number under "Course Evaluation" opens the dialog box providing the option to delete (see Figure 11 above).

### *Syllabi*

ONE syllabus per course title taught during the period of review (not for each time the course was taught) is **required**. It is recommended that faculty upload the syllabus for the most recent class when the course was taught.

To upload the syllabus, open the course attachments by selecting the pencil icon on the right end of the class's row. Select the "Add" box under attachments. The syllabus should be uploaded under the "syllabus" category of files for each class.

### *Teaching Materials*

A limited sample of illustrative course materials, such as handouts or exams, are **required**. It is helpful if the materials align with the themes highlighted in the narrative statement. Material illustrating the basis for and outcome of a significant redesign of a course would be appropriate here. The more material supporting your engagement with teaching, the more you can help reviewers avoid overreliance on student evaluations of teaching. If you have authored and self-published a textbook, you may include a colleague's evaluation of the textbook, but the textbook itself is not required.

To upload the course materials, open the course attachments by selecting the pencil icon on the right end of the class's row. Select the "Add" box under attachments. The teaching materials should be uploaded under the "other" category of files for each class.

## **Tab - Classes Taught at Other Institutions**

Use this tab to add information about courses taught at institutions other than SJSU. You may add example course materials, such as a syllabus or assignment, as attachments. Student course evaluations and peer evaluations (called direct observations of teaching at SJSU) for the courses should be added here.

If you received probationary service credit or service toward promotion when you were hired at SJSU, you are **required** to include teaching, service, and RSCA from those service years. In this section you will provide readers with information about the courses you taught during those service years. For each class you taught, report the name of the course, upload the syllabus and a sample of teaching materials.

To begin the process of populating this area, select Add at the bottom of the tab. Provide a semester plus year, all the course information requested, and upload the attachment using the upload file button

## **Tab - Additional Courses and Student Evaluations**

This tab is for documenting teaching effectiveness, through SOTE/SOLATEs, syllabi and teaching materials for courses that were not uploaded in "Classes Taught at SJSU." This is also the "spillover" tab for SOTE/SOLATEs for which classes taught cannot be found but the faculty account can. Faculty may make

comments to explain placement or understanding of evaluations under this tab. They may also choose to rearrange placement of files by moving them to other tabs as appropriate.

To begin the process of populating this area, select Add at the bottom of the tab. Provide a semester plus year, all the course information requested, and upload the attachment using the upload file button.

### **Tab - Direct Observations of Teaching**

Faculty are **required** to upload all Direct Observations (peer evaluations) of teaching in this tab. Include officially submitted response/rebuttals with the associated Direct Observations.

According to [F12-6](#), one Direct Observation per year is required for probationary faculty. For candidates seeking promotion to Full Professor, direct observations in at least 2 different classes during the period of review are required. Minimum requirements for frequency of Direct Observations may differ, departments may require more than the number stated here. All direct observations that were performed during the period of review must be included in this section.

Select Add in the tab to begin the process of populating this area. Provide a semester plus year, all the course information requested, and upload the attachment using the upload file button.

### **Tab - Other Evaluations of Teaching Effectiveness**

In this tab, faculty provide other indicators or assessments of success as a teacher. For example, student success in post-graduate activities. Signed student letters are generally **not** useful unless they are quite specific and comprehensive in their evaluation of your teaching. Of course, unsigned student letters are **not** permitted in the dossier. Teaching awards should be entered under the "Honors and Awards" tab.

Pursuant to F12-6 and CBA (15.17b), any student communications or evaluations provided outside of the regular evaluation process must be identified by name to be included here. There are additional prohibitions in F12-6. Also excluded are student opinions published separately (e.g., "Rate My Professor"), unofficial surveys (e.g., formative feedback), or additional questions collected with the SOTE/SOLATE survey.

To add to this section, choose a semester, describe the type of evaluation being added, and upload the attachment using the upload file button.

### **Tab - Assigned Time (e.g., Graduate Coordinator, RSCA, "Buyouts")**

In this section, detail any assigned time and course reductions you may have received for each semester. In this tab, the term "Hours" is equivalent to semester WTUs. To add release time information, start by selecting the "Add" box under this tab. One may add the information one semester at a time, or one may upload a file with a table of all release time during the period of review. The table should contain all the fields used on the input form for the direct entry method discussed below.

To convert each semester's release time FTE fraction (e.g., .2, .4) to Hours or WTUs, use the following formula: Semester fraction x 15 = Hours. For example, .1 FTE release time x 15 = 1.5 hours; .2 FTE release time x 15 = 3 hours, and so on.

To add course releases, enter the start and end semesters, enter the Hours or WTUs of the course release in the data box for "Reassigned Load Hours." Then select the division level that awarded the course release. Finally, write a brief description of the purpose of the assigned time (e.g., RSCA Reassigned Time). This section allows the upload of an attachment to provide evidence of the activities.



**Tab - Other Academic Assignment**

This section is primarily for Librarians and Counselors since their academic assignment does not typically include teaching regularly scheduled classes. But instructional faculty members may also use this section to list other areas of their academic assignment that do not fit neatly into the other categories. For example, department chairs might use this section to describe their administrative academic assignment. This is also the place where additional employment, curriculum development, or other activities related to faculty members' primary duties may be reported.

Start and end semesters should reflect the duration of the activity and may be the same. The faculty member is asked to provide the "type" of activity for each entry. Please use familiar brief descriptions for "type" consistently across the activities. This section allows the upload of attachments to provide evidence of the activities.

**SERVICE****Tab - Service Narrative**

This optional tab provides the candidate flexibility for enhancing reviewers' understanding of their service activities. The candidate may want to explain their service agenda or help reviewers understand the depth or scope of their involvement in a way not possible below.

Select "Add" to upload a service narrative. Start and end dates should mirror the dates of the period of review. Placing an item in this section is not required.

**Tab - Committee Service to University Divisions**

Report the department/school, college, and university committees on which you have served. Extensive documentation and outside evaluation are not required, but reviewers should be provided enough information to judge your contributions. Providing a description of a Committee's charge and scope, your leadership and/or role on a committee, and significant accomplishments of a committee is permitted (and encouraged when the committee's work is nonroutine). For each committee, you are asked to provide the name of the committee, the semesters of your service, the committee level, and your role on the committee.

Select "Add" to begin entering committee work. Select the start and end semesters of your committee assignment. For the committee name, eFaculty has been pre-loaded with existing university- and college-level committees to choose from (e.g., RTP, curriculum, etc.). If the committee is not listed, select "other." A box within which to enter the committee's name will appear. Next, enter the level of the committee. The default committee level is "university." Select "Change" to enter a different unit (see Figure 12). After selecting the level, enter your membership status on the committee next to the prompt, "Responsibility." If "other" is selected, a box will appear allowing a description of the role.

Faculty may attach documents that briefly explain things such as the charge of the committee or their contributions. Evaluations of service on committees may be uploaded here too.

**Tab - University Service Not on Committees**

Service at SJSU other than committee work should be reported and described here. Descriptions of professionally meaningful activities, including social impact, leadership, and significant accomplishments are

permitted (and encouraged when significance of involvement would not be obvious to reviewers). Examples: participation in campus organizations and clubs such as advising a student club or student competition; leading orientation sessions; performing administrative responsibilities that are not part of primary academic assignment.

This tab is also where items related to student success and service related to educational equity activities should be placed. This includes items such as Providing support to historically

Figure 12. Entering University Committee Service

The screenshot shows the 'Activity Input' form for 'Committee Service to University Divisions'. The form is titled 'Activity Input' and has a subtitle 'Committee Service to University Divisions'. Below the title is a instruction: 'Report the department/school, college, and university committees on which you have served. Descriptions of Committee's charge and scope, leadership and/or role on committee'. The form is divided into three sections: A. Input Form, B. Activity Classification, and C. Attachments. Section A includes fields for 'Start Semester\*' (with 'Select Semester' and 'Select Year' dropdowns), 'End Semester\*' (with 'Ongoing' dropdowns), 'Unit\*' (with 'University' text and a 'Change' button), and 'Committee\*' (with a 'Select' dropdown). Section B includes 'Activity Classification' and 'Responsibility\*' fields. Section C includes 'Attachments' and 'Attachment Type' fields. A large dropdown menu is open for the 'Committee\*' field, showing a list of university committees. The first item is 'Academic Disqualification and Reinstatement Review Committee', which is highlighted. Other items include 'Academic Senate Committee on Committees', 'Academic Senate Curriculum and Research', 'Academic Senate Executive Committee', 'Academic Senate Instruction and Student Affairs', 'Academic Senate Organization and Governance', 'Academic Senate Professional Standards', 'Board of Academic Freedom and Professional Responsibility', 'Board of General Studies', 'Transit/Traffic and Parking Committee', 'University Accreditation Review Committee', 'University Alcohol and Drug Abuse Prevention Committee', 'University Athletics Board', 'University Budget Advisory Committee', 'University Campus Planning Board', 'University Council of Chairs and Directors', 'University Faculty Diversity Committee', 'University Graduate Studies and Research', 'University Institutional Review Board', 'University International Programs and Students', 'University Library Board', 'University Professional Leaves Committee', 'University Program Planning', 'University Retention, Tenure, and Promotion', 'University RSCA Advisory Board', 'University Strategic Planning Steering Committee', 'University Student Evaluation and Review Board', 'University Student Fairness Committee', 'University Student Success Committee', 'University Sustainability Board', 'University Undergraduate Studies Committee', and 'Other'. At the bottom of the form are 'Save' and 'Save' buttons.

underserved students; Helping to shrink opportunity gaps; Increasing student retention; Helping students transition to work or to further education; Working to make faculty, staff, and administration more representative of the student population; And partnering with staff, community members, and other allies in the effort to make educational opportunities equitable for all.

Select "Add" to begin entering the activities. Select the start and end semesters of your involvement. Enter a "title" for the involvement. Next, enter the level of the service. The default is University. By selecting

"Change," one may navigate the divisions/units to select the closest that applies. After selecting the division/unit, enter a description of the service work. An option to add a file illustrating the service is also available.

### **Tab - Academic Advising**

In this area, provide information pertaining to the work you do as an academic advisor. Fill in the boxes with the approximate number of students you advise each semester, at each level. If you have received assigned time for advising, you would also report that assigned time under "Assigned Time (e.g. Graduate Coordinator, RSCA, "Buyouts")."

This is not intended to be the place to record theses you are advising, or student projects that you are advising. Those activities should be included in the next tab called "Student Supervision. Academic advising is handled very differently from one department to another. Not all faculty have academic advising responsibilities. If this category isn't helpful with documenting your faculty assignment, you don't have to complete it. Finally, ask your chair to explain your department's academic advising in your "Chair's Detailed Description of Academic Assignment."

The date stamp in this section should indicate the semester or term the advising took place. Enter information term by term. Attachments may also be added in this tab..

### **Tab - Student Supervision**

In this tab, summarize the work you do supervising student projects such as master's theses, doctoral dissertations, and other significant activities (e.g, Bachelor of Fine Arts shows). In some departments, this might be where you list supervised internships or clinical supervision. Do not list students by name for courses captured in "Teaching Assignments" unless a collaboration produced extraordinary professional accomplishment.

Supervision of each student's project should be date stamped with the first semester of the work through the end semester or "ongoing." A brief description of the student's work should be provided. Attachments may also be added in this tab to provide evidence of engagement.

### **Tab - Service to the Community**

In this tab, list your activities in the community that draw upon your professional expertise. This might include a chemistry professor judging a high school science fair; or a music professor teaching music appreciation at the Osher Lifelong Learning Institute. Provide enough information for reviewers to assess the importance and impact your activities have on those affected.

According to [S15-8](#), participation in public interest groups sponsored by or affiliated with the University and service that you perform as a representative of SJSU should be included here.

Each community service activity should be date stamped with the first semester of the work through the end semester or "ongoing." A brief description of the work should be provided. Attachments may also be added in this tab to provide evidence of your activities.

**Tab - Service to the Profession/Discipline**

This tab documents your service to your academic, disciplinary, or professional organizations. This includes activities such as organizing panels, serving as a reviewer of grant proposals, or serving on an editorial board. You should identify the organization by its full name (no acronyms) so that reviewers from outside your discipline can understand the nature of your service. Each entry should document each role you've played in each organization.

Each service activity to the profession or discipline should be date stamped with the first semester of the work through the end semester or "ongoing." A brief description of the work should be provided. Attachments may also be added in this tab to provide evidence of your activities.

**Tab - Membership in Professional Organizations**

List the professional or disciplinary organizations to which you belong. To aid reviewers from outside your discipline, you should identify organizations by their full names rather than by abbreviations or acronyms. This tab is for membership only; service to those organizations should be entered in the prior tab.

Each membership should be date stamped with the first semester of membership through the end semester or "ongoing." Attachments may also be added, but are likely unnecessary in this tab.

## RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES

**Tab - RSCA Narrative**

The section provides the candidate flexibility for enhancing reviewers' understanding of their research, scholarship, and/or creative activities. For example, the candidate may include a statement framing their RSCA agenda, or add insight into the reach and/or magnitude of their RSCA's impact on others that may not be reflected elsewhere.

Select "Add" to upload a RSCA narrative. Start and end dates should mirror the dates of the period of review. Placing an item in this section is not required.

**Tab - Research, Scholarship, and Creative Activity (RSCA)**

In this tab, provide evidence and information related to research, scholarship, and creative activities. If items were peer reviewed, mark as such in a consistent manner. Student collaborators should be made identifiable, perhaps with an asterisk (or some other consistently used symbol) and a note saying it signifies a student co-author.

In this tab, you can enter information about the following, among other things:

- Books
- Case Studies
- Chapters / Monographs
- Creative Performance
- Creative Production
- Electronic Media
- Journal Publication
- Patents
- Poster Presentations

- Presentations
- Proceedings Publication
- Reviews
- Software/Hardware
- Technical Report / Whitepaper
- Works of Journalism
- Other

There are no separate entry sections in F180 for different kinds of RSCA. Instead, as you input or upload RSCA, you will be asked to provide additional information about each activity, such as:

- Status (e.g., published, forthcoming, in progress)
- Publication/Production outlet (e.g., name of journal, conference, publisher)
- Co-authors (their contributions and their status—student?)
- Publication date
- Whether it was peer reviewed or not—THIS IS VERY IMPORTANT TO IDENTIFY
- Type of review (e.g., anonymous, juried)

Whenever possible, listed works should be uploaded as attachments, organized by type (e.g., peer reviewed), in a reasonable order, with full information. If appropriate, upload the document itself. Translations of non-English publications should be provided. For other work, provide a representation of the work (e.g., photograph of item, mpeg or mp3 file, or url for the item). You should provide a description of the work in a text box.

Citations can be imported into F180 in RIS or BibTeX format. For example, citations can be exported from Google Scholar in BibTeX format and then imported into FACULTY180. This section may also be filled using your ORCID credentials. Follow the instructions in this [eFaculty QuickTip](#) to automatically import your publication information. When a reviewer sees that one used ORCID to import a citation, they will view the information as more trustworthy.

You will be asked to date stamp each item in this section. Recall that forthcoming works should not be date stamped with the likely publication term. Rather forthcoming work should be date stamped with a term within the period of review--preferably the current term.

### **Tab - Grants**

Provide information about grants you have authored or co-authored. This may include grant proposals that are in progress, under review, funded, and also grants that were denied.

Provide information about the project itself, the nature of the funding agency, the nature of the review, amounts of the award, and your role in the project as well as the role of collaborators, if any.

Unfortunately, information entered into the abstract in Section A will not appear in the summary document generated for reviewers. You should provide a copy of the grant proposal as well as any contextual information that may help the reviewers. The date stamp should include a start date and end date that falls within the period of review. The "start date" in this section is not indicative of when the project associated with the grant would start. It is indicative of the faculty member's work toward seeking the funding. Attachments may also be added in this tab to provide evidence of grant activities.

## OTHER CAREER ITEMS

**Tab - Honors and Awards**

This section can be used to record both internal and external honors and awards you have received. These might include any sort of formal recognition you receive pertaining to your teaching, your scholarly or creative work, or to your contributions to your professional community.

When date stamping, the start and end semesters for each item should reflect when the award was presented or the duration of the experience; start and end semesters may be the same semester. This section allows the upload of an attachment to provide evidence of the honors and awards.

**Tab - Professional Development**

Use this tab to list any professional development sessions or opportunities you have undertaken. This might include pedagogy workshops, faculty learning communities, certificate programs, activities to develop your RSCA-related skills, and so on. Such activities may include ones sponsored by SJSU or by other entities or organizations. Explain the impact the opportunity had on your career.

When date stamping, the start and end semesters for each item should reflect when the professional development took place or the duration of the experience; start and end semesters may be the same semester. This section allows the upload of an attachment to provide evidence of the activities.

**Tab - Professional Employment**

In this tab, document professional employment you may have outside the University that is based on your academic or professional expertise. Upload attachments if you feel that would help the reader better appreciate the nature and scope of your contributions. It is not appropriate to list employment already described elsewhere under other activities tabs (e.g., serving as a project PI or Co-PI). Note: This tab is likely to be most relevant for part-time, temporary faculty undergoing review.

For each entry, you should enter a job title, organization, and time base (percent of full-time employment). A text box is provided for describing your contributions and activities. The start and end semesters for each position should be entered. Start and end semesters may be the same; If the employment is ongoing, the end semester should be labeled as such. This section allows the upload of an attachment to provide evidence of the activities.

**Tab - Consulting**

Consulting work that you do outside the University that is based on your academic or professional expertise goes in this section. If such items have been entered elsewhere, consider moving them here. You should explain how this dimension of your work is distinct from others.

When date stamping, the start and end semesters for each item should reflect when the consulting took place; start and end semesters may be the same semester. The client's name should be entered, and there should be an estimate of the hours involved, specifying whether per week, month, etc. There is space to describe the work and activities related to the consulting. This section allows the upload of an attachment to provide evidence of the activities.

**Tab - External Career Reviews**

This section provides the candidate an area to add comprehensive or holistic evaluations of their academic career by external reviewers. Only include items that cannot or did not appear in other sections of the dossier and do not exceed the guidelines of this review. Any conflict of interest or personal ties with external reviewers must be disclosed.

It is recommended that faculty who wish to have external reviews work with their chair or dean's office to create a list of appropriate external reviewers from whom reviews would be solicited. This section is not required.

The external review should be uploaded as an attachment to this section. It is recommended that the date stamp's start and end semesters be the same.



**PART 7.  
POLICY MATTERS****Performance Review of Tenure Line Faculty Under S15-7 and S15-8**

S15-7 provides procedures for evaluating tenure line faculty for Retention, Tenure, and Promotion (RTP). The primary focus of S15-8 is to provide standards upon which faculty achievement is compared in the RTP process. Tenure line faculty are evaluated on performance in three (3) categories of professional responsibility/achievement (i.e., academic assignment, service, and RSCA). Reviewers compare the faculty member's career with descriptors on a rubric for each of the 3 categories.

Retention evaluations are primarily formative, so committees and administrators evaluate and offer constructive feedback on performance in each of the 3 categories. However, they stop short of establishing a formal rating for each category. Instead, they vote and recommend to retain or not. Any decision to recommend "do not retain" must be based on the view that the candidate is performing below baseline in their assignment, providing a reasonable expectation that tenure will not be earned. If a candidate's performance is satisfactory but causing reviewers to be concerned that there may be problems obtaining tenure and promotion later on, a special performance review (another retention review prior to tenure and promotion review) may be recommended.

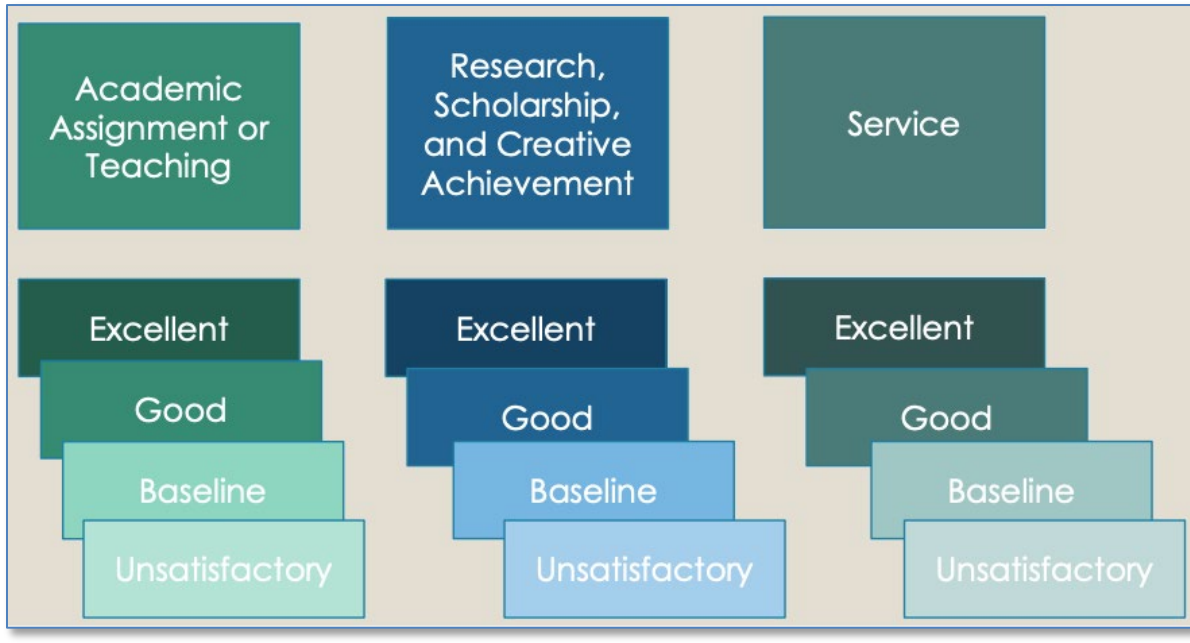
For tenure and promotion cases, committees make recommendations by voting for which of 4 descriptors or ratings (i.e., unsatisfactory, baseline, good, or excellent) most represents the faculty member's accomplishments in each category of professional achievement. Administrators select a descriptor (provide a rating) in each category when making their recommendations.

Committees also select a descriptor for each category when making their recommendations. Like with all committee decisions, the majority vote determines the recommended rating of faculty performance in each category. A majority at SJSU must always be greater than 50%--a tie does not constitute a majority affirmation. When rating tenure and promotion candidates in the 3 categories of professional achievement, the committee votes 3 times, in turn assigning a level of achievement or rating (i.e., unsatisfactory, baseline, good, or excellent) to each category with each vote. The rating level with majority consensus is reported as the committee's formal rating for level of achievement. See Figure 13 for ballots and how to count votes for descriptors under S15-7 and S15-8.

RTP committees and administrative reviewers do not directly recommend whether the candidate should advance (i.e., be tenured and/or promoted). It is their pattern of ratings for accomplishments across the 3 categories of professional responsibility that determines whether they recommend advancement or not. A written report submitted with the ratings explains why they voted for or selected the level or rating for each category.

**Figure 13. The Ballot and Rules for Counting Votes on Rubrics for Tenure and Promotion**

**The Ballot:** Vote for one descriptor of level of achievement for each category of professional responsibility.



**Rules for Counting the Votes for Each Category (Examples Below):**

1. Abstentions count toward the committee’s quorum, but not toward its ratings.
2. Absent committee members do not count as present for quorum or count in ratings.
3. A vote for a level above baseline is also a vote for baseline and any level in-between.
4. A vote for baseline counts only as baseline.
5. A vote for unsatisfactory counts only as unsatisfactory.
6. Count votes from unsatisfactory to excellent. The committee’s level of achievement (or rating) is the highest level that received a majority of votes (greater than 50%).

The Ballot	4-Person Committee		5 Person Committee		7-Person Committee		8-Person Committee	
Levels	3 Votes*	Count	5 Votes	Count	6 Votes*	Count	7 Votes*	Count
Excellent	-	0/2	1	1/5	1	1/6	4	4/6 ✓
Good	1	1/2**	2	3/5 ✓	2	3/6**	2	6/6
Baseline	1	2/2 ✓	1	4/5	2	5/6 ✓	-	6/6
Unsatisfactory	-	0/2	1	1/5	1	1/6	-	0/6
Abstain	1	1	-	0	-	0	1	1
Absent	1	1	-	0	1	1	1	1
<b>Report Rating:</b>	Baseline		Good		Baseline		Excellent	

\* A quorum—more than half present—may be established by the abstaining members counting as present. However, abstentions are not counted toward ratings. Absent members do not count as present or in ratings.  
 \*\* Half does not constitute a majority.

**Note:** Committees and administrators do not recommend levels on the rubrics for retention cases. They solely vote to recommend or recommend to “retain” or “do not retain.”

As all RTP candidates’ dossiers are rated on the same rubrics, regardless of their current rank or status, the standards for promotion to full professor are stricter than the standards for tenure and/or promotion of

probationary faculty. The standards expected for early advancement are also stricter. Unsatisfactory performance in any area will prevent advancement. The standards required for promotion and/or tenure are presented in the next section.

#### *Standards for Retention in S15-8*

Increasing effectiveness in academic assignment, or consistent effectiveness if fully satisfactory from the start. Faculty members should not be retained if their performance in teaching and in the other aspects of their academic assignment falls below baseline standards, and is therefore not sufficient to warrant a reasonable expectation that tenure will be granted at the end of the probationary period.

#### *Standards for Tenure and/or Promotion in S15-8*

##### Promotion to Associate Professor and Tenure

Faculty are normally evaluated for tenure and promotion in their sixth probationary service year, to be effective the following academic year. Tenure review is compulsory in the final year of the probationary period. At this time, to be tenured and/or to be promoted to Associate Professor, faculty must meet or exceed one of these ratings profiles across the three categories of professional achievement:

- A. Excellent in either teaching or scholarship and at least Baseline in the other 2
- B. Good in any 2 categories and at least Baseline in the 3rd

##### Early Promotion to Associate Professor and Tenure

Probationary faculty may request consideration for tenure and promotion up to 2 years early, provided they have previously completed a performance review for retention and are not currently scheduled for a special retention review. To be tenured and/or to be promoted to Associate Professor early, faculty must meet or exceed the ratings profile of the 3 categories of professional achievement established for how early the request is:

- A. One year prior to the final probationary year: Excellent in 2 categories and at least Baseline in the 3rd.
- B. Two years prior to the final probationary year: Excellent in 2 categories and at least Good in the 3rd.

##### Promotion to Full Professor

Under normal circumstances, Associate Professors may be considered for promotion to Professor during their fifth year at rank (inclusive of rank years credited in the signed offer letter), to be effective the following academic year. From this time or later, to be tenured and/or to be promoted to Associate Professor, faculty must meet or exceed one of these ratings profiles across the three categories of professional achievement:

- A. Excellent in 2 categories and at least Baseline in the 3rd
- B. Excellent in 1 category and at least Good in the other 2

##### Early Promotion to Full Professor

Associate Professors may be promoted to Professor prior to serving five years in rank if they meet the following ratings profile across the three categories of professional achievement:

- Excellent in 2 categories and at least Good in the 3rd

### *Rubrics for the Three Categories of Professional Responsibility/Achievement*

The rest of this section contains the rubrics for each of the 3 categories of professional responsibility. Reviewers must compare these descriptors with the impression formed by the candidate's dossier. They select (or vote for) the descriptor in each area of professional responsibility that they feel best describes the evidence under review.

Candidates may note that reasonable reviewers may be personally torn between 2 descriptors, but as a group, they will show remarkable agreement, with adjacent descriptors receiving most votes. With that in mind, if candidates and trusted colleagues take a reasonable reviewers' perspective toward the dossier, they may predict the review outcome with some margin for error.

#### Academic Assignment Or Teaching Rubric

Librarians and counselors have departmental guidelines with their own rubric in this area. The following apply only to teaching faculty.

#### UNSATISFACTORY TEACHING

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

#### BASELINE TEACHING

*The candidate has documented effectiveness in teaching, particularly for classes within the candidate's primary focus and any curriculum specifically identified in the appointment letter. Assigned courses are well crafted and appropriate for the catalog description, as shown in course syllabi and other teaching materials. The candidate has taken measures to correct any problems identified earlier in either direct observations or prior performance evaluations. Recent direct observations and surveys of student opinion of teaching effectiveness (SOTEs) are also supportive. SOTEs are considered supportive if they are either within appropriate norms, or if a preponderance of student opinion from objective and subjective questions indicates effective teaching.*

#### GOOD TEACHING

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

#### EXCELLENT TEACHING

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

Service Rubric

## UNSATISFACTORY SERVICE

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

## BASELINE SERVICE

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

## GOOD SERVICE

*In addition to the baseline described above, the candidate may lead more advanced Department-level service. Candidates may have significant service activities beyond the department. This will usually include college-level service and may include University level service, service in the community, or significant activities in a professional organization. It may also include extensive and effective engagement with students and student organizations within one's Department or beyond the department, or extensive and effective educational equity activities, such as advisement or mentorship for students. In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements.*

## EXCELLENT SERVICE

*In addition to a good performance as described above, the candidate has documented significant leadership and/or influence at a high level, in any of the five described service categories (students, University, community, profession/discipline, and educational equity). Candidates who achieve an evaluation of "excellent" in service will generally have occupied several elected or appointed positions of leadership and will document multiple specific accomplishments that have significance for people beyond the candidate's department or college.*

Research, Scholarship, And Creative Activity Rubric

## UNSATISFACTORY SCHOLARLY/ARTISTIC/PROFESSIONAL ACHIEVEMENT

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

## BASELINE SCHOLARLY/ARTISTIC/PROFESSIONAL ACHIEVEMENT

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

## GOOD SCHOLARLY/ARTISTIC/PROFESSIONAL ACHIEVEMENT

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

**EXCELLENT SCHOLARLY/ARTISTIC/PROFESSIONAL ACHIEVEMENT**

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

**Range Elevation of Lecturers and Librarians Under S21-2**

University Policy S21-2 describes the criteria for advancement to a higher salary range (LA to LB, LB to LC, or LC to LD) for lecturers and (equivalent ranges for) librarians. The standards and criteria for evaluation are explained below.

*Standards for Range Elevation*

To be recommended for range elevation, candidates must demonstrate professional growth and development in job performance, in educational and professional stature from which SJSU may benefit, and in advancing the SJSU mission. Advancement to higher levels (such as from LC to LD) requires higher levels of professional growth and development than advancement in lower levels (such as from LA to LB).

In any department, it can be useful to compare expectations of lecturer work performance with the more commonly discussed expectations of tenure line faculty work performance. In a work assignment (e.g., teaching a class), job performance of lecturers in a lecturer rank are expected to be equivalent to the job performance of tenure line faculty in their corresponding professorial rank (LB - Assistant; LC - Associate; LD - Full).

*Criteria for Range Elevation*

Applicants should document their professional growth and development during the period of review as appropriate for the nature of their assignment as outlined in the letter of appointment, terms and conditions, their academic discipline, and the particular range for which they are applying. Reviewers shall limit their scope of review to consider only whether evidence from the period of review supports advancement in categories of past and likely future assignments (e.g., teaching only, service and teaching, service only, RSCA and teaching).

Accumulated teaching experience alone is not a criterion for range elevation. This is the only review type for which lecturer or librarian candidates' professional achievements shall be evaluated too. Appendix A of S21-2 lists examples of activities that may be used to demonstrate appropriate professional growth and development. For elevation to LB, at minimum, reviewers must determine that there is sustained satisfactory performance in the work assignment as indicated by prior annual evaluations. For elevation to LC and LD respectively, reviewers must determine that ratings of good, or ratings of excellent, have been sustained in annual evaluations during the period of review.

Meeting the minimum requirements described above per se does not warrant elevation in range. Reviewers must weigh the supporting evidence from the period of review. To vote for advancement, reviewers must also conclude that the applicant's knowledge, abilities, professional expertise, professional engagement, stature in the field, and other facets of their career have advanced in ways that have substantially elevated their contributions in work assigned at SJSU, to the campus community, and toward SJSU's mission.

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*We wish you much success in your career at SJSU. For more information, please visit the [eFaculty Training and Help Pages](#). Please let Faculty Services staff know how they may assist you by email [eFaculty@sjsu.edu](mailto:eFaculty@sjsu.edu) or phone, 408-924-2450.*