



Retention, Tenure, and Promotion Process Workshop

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Goals and Outline

The goal of this sessions to provide best practices for completing retention and promotion eWPAFs

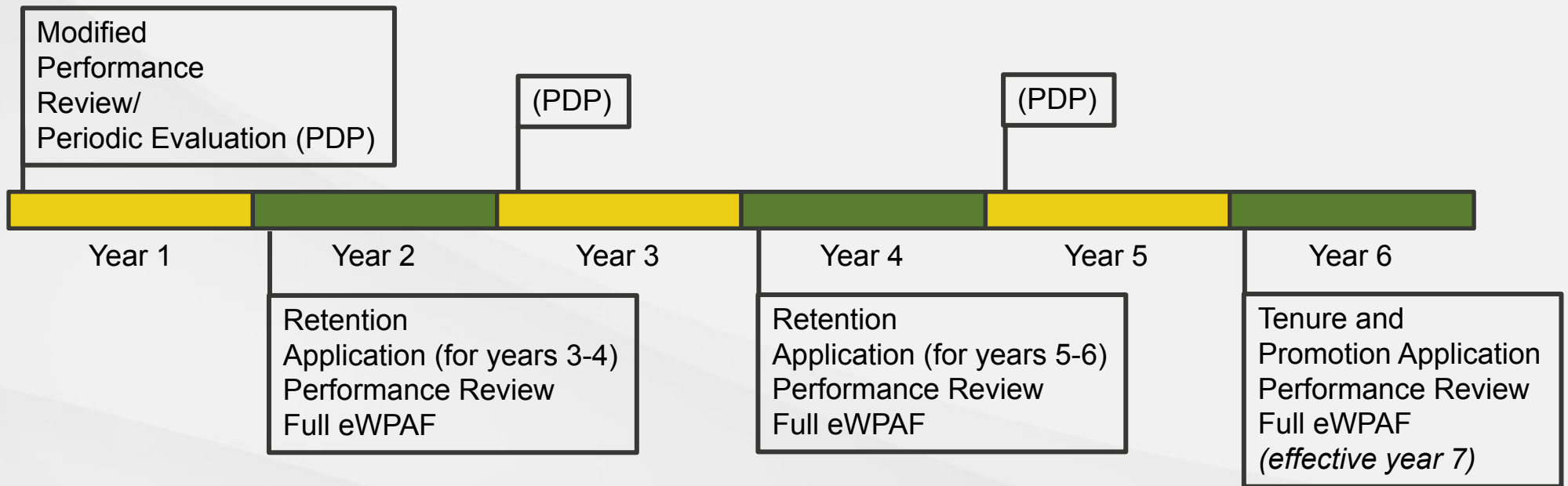
We will review:

- Terminology and acronyms
- Primary retention “groups” and timelines
- Process Changes - Gdrive submissions
- The sections of the PDS
 - View examples of best practices for formatting information in the PDS sections
- Top tips from the UFPC
- PDS examples from prior years
- Answer questions

A Performance Review of Probationary Faculty Occurs Every Two Years



- An eWPAF is prepared, now submitted in Google Drive
- Documentation for all Teaching/Librarianship, Scholarship and Creative Activities and Service is included



Definitions



- Appendix J –Faculty Handbook (*Contains all faculty personnel policies and procedures for retention, tenure and promotion*)
- PDP – Professional Development Plan
- PDS – Personnel Data Sheet
- WPAF- Working Personnel Action File (*Contains all required forms and documents, candidate generated materials, evaluative materials, and recommendations*)
- Interfolio (*File management software*)
- IUPC - Initiating Unit Personnel Committee
- CPC - College Personnel Committee
- UFPC - University Faculty Personnel Committee

Groups submitting a full WPAF (aka portfolio)



- Faculty are assigned group numbers based on their year and what step of RTP process they are in
- Can be seen on the personnel action dates document
 - Group III. RETENTION (REAPPOINTMENT) FOR PROBATIONARY FACULTY (PERFORMANCE REVIEW)
 - Group V. RETENTION WITH TENURE/PROMOTION – INCLUDES EARLY TENURE PERFORMANCE REVIEW
 - Group VI. PROMOTION OF TENURED FACULTY
 - PERFORMANCE REVIEW

Timeline/ Important Dates



Files due to IUPC

- Group III (retention)- August 22, 2024
- Group V (promotion/tenure) - September 24, 2024
- Group VI (promotion to Professor) - October 31, 2024

Files Close (Gdrive closed to changes)

- Group III (retention)- August 29, 2024
- Group V (promotion/tenure) - October 1, 2024
- Group VI (promotion to Professor) - November 7, 2024

Personnel Action Dates Administrative Memorandum



Dates of All Levels of Review May Be Found in the Personnel Action Dates

Group III. RETENTION (REAPPOINTMENT) FOR PROBATIONARY FACULTY PERFORMANCE REVIEW – Fall 2024 Semester Schedule

►► Refer to your previous retention/reappointment letter to determine whether you should undergo a periodic evaluation (short review) or a performance review (WPAF). For those undergoing a performance review, your letter will also state whether you are **required** to follow the Fall (**Group III**) or Spring (**Group IV**) retention schedule. ◀◀

Personnel Action: Retention -- Continuing probationary faculty on fall semester schedule (WPAF)

Department Personnel Committee (IUPC) receives file	TR	August 22
File closes	TR	August 29
Dept. Personnel Committee recommendation addressed to College Personnel Committee with copy to candidate Department Chair recommendation addressed to Dean with copy to candidate (optional)	TR	September 12
College Personnel Committee/Dean receives file	M	September 23
College Personnel Committee recommendation addressed to UFPC with copy to candidate Dean recommendation addressed to Vice President with copy to candidate	TR	October 17
University Faculty Personnel Committee (UFPC) receives file	M	October 28
UFPC recommendation addressed to Vice President with copy to candidate	W	December 18 [†]
Vice President receives file	TR	January 9
Vice President decision due to candidate	TR	February 13

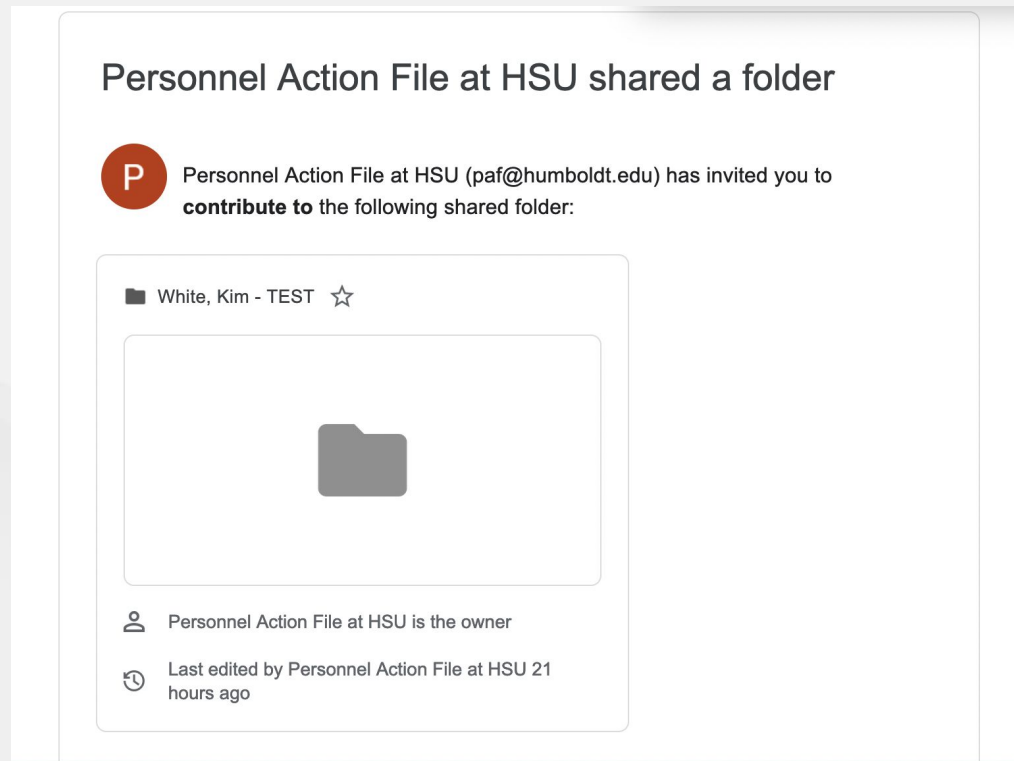
[†] The 10-day rebuttal period is extended to January 9th because of campus closure. If a meeting is requested and the recommending body is unable to meet due to the semester break, candidates may request further extension of the rebuttal period by contacting the UFPC Chair.

<https://pmc.humboldt.edu/portal/2023-2024-faculty-personnel-action-dates>



Getting Access to your WPAF

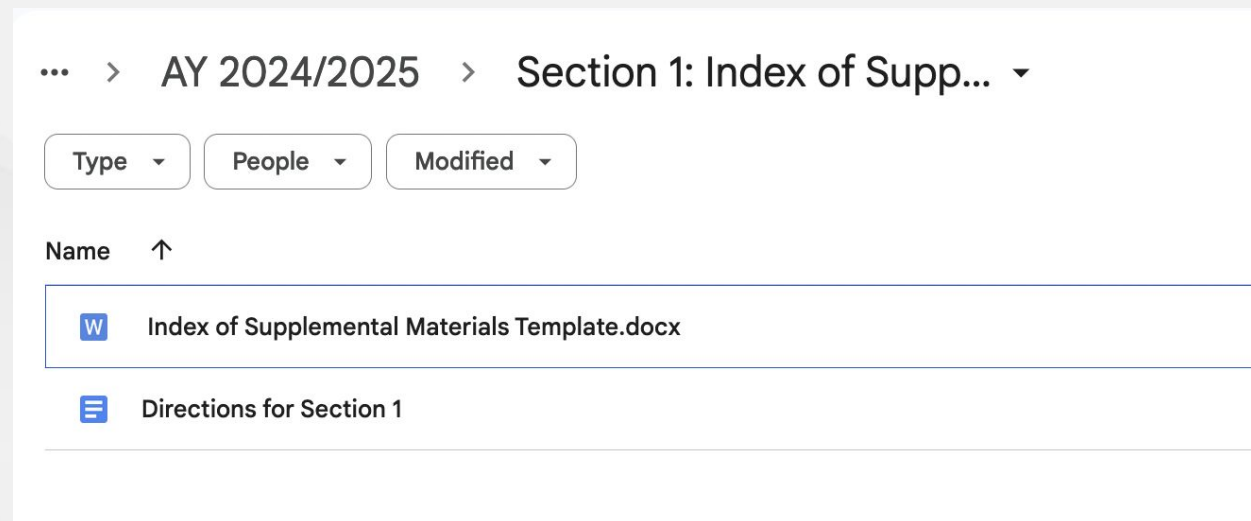
You will receive an email notifying you that a Google drive folder has been created and shared with you.





Organization of the WPAF

- A folder has been created for each “section” of the WPAF
- Instructions for what documents and how the files should be named are included in each section folder





Let's Take a Look at What the WPAF Will Look Like In Google Drive

... > WPAF > AY 2024/2025 ▾

Type ▾ People ▾ Modified ▾

Name ↑

- Section 1: Index of Supplemental Materials
- Section 2: Appointment, Promotion and Leave Documentation
- Section 3: IUPC Policies and Procedures and Departmental RTP Criteria & Standards
- Section 4: Personnel Date Sheet (PDS) & Professional Development Plan (PDP)
- Section 5: Letters from Personnel Committees and Administrators
- Section 6: Colleague Letters (Evaluative)
- Section 7: Teaching / Librarianship / Counseling
- Section 8: Non-evaluative Evidence of Scholarship / Creative Activities
- Section 9: Non-evaluative Evidence of Service
- Supplemental Materials
- PDF Guidelines for Preparation of the WPAF.pdf
- Naming Conventions for Files in the WPAF
- PDF WPAF Coverpage.pdf

Changes to the Naming Conventions



- Due to the way Google drive orders documents, the year must now be listed first, followed by the month and day

Evaluative Letters

Date, Last Name of Letter Writer, Document Description, Area(s) of Performance Addressed - 2023-11-15 Rock Letter - Teaching

Course Evaluations

Date, Semester, Year, Course, Course Name
2024-5-15 Spring 2024 SOC 104 Introduction to Sociology

Sections of the WPAF



Section 1. Index of Supplemental Materials (required by the CBA)

Section 2. Appointment, Promotion, and Leave Documentation (*appointment letter, retention documents, letters from previous performance reviews, periodic evaluations...*)

Section 3. IUPC Policies and Procedures and Departmental RTP Criteria and Standards

Section 4. Personnel Data Sheet (PDS) and Professional Development Plan (PDP)

Section 5. Letters from Personnel Committees and Administrators (*empty*)

Section 6. Collegial Letters (*from faculty and professional contacts*)

Section 7. Student Letters and Course Evaluations

Section 8. Non-Evaluative Evidence of Scholarship or Creative Activities (*thank you letters, contracts, programs that include your name, etc.*)

Section 9. Non-Evaluative Evidence of Service (*thank you emails, certificates of participation, etc.*)



Section 4 Includes the Personnel Data Sheet (PDS)

The Personnel Data Sheet is the document that will take the most time when building your WPAF. This includes all of your commentary and discussion on Teaching/Librarianship, Scholarship and Creative Activities, and Service



Personnel Data Sheet Tips

- Use the template (included in the section 4 folder) and follow the directions (remove directions!)
- Cite accomplishments once but cross reference as appropriate
- Insert evidence in WPAF Sections 7, 8 or 9 as appropriate
- Always present in reverse chronological order
- Present data in tables
- Self evaluate!

UFPC's Top 11 List for Preparing a Successful WPAF



1. Know your department's RTP standards
2. Self rank according to departmental standards
3. Provide evidence of self ranking (letters, papers, conference programs, etc.)
4. A summary table of accomplishments in areas of Scholarly/Creative Activities and Service is useful; include criterion (e.g., Category I, Type I, etc.) from standards, what you did to meet criterion, and include totals (e.g., points, activities, hours, etc.) per standards
5. Develop a system for tracking accomplishments according to WPAF Sections
6. Work with IUPC to identify students to write letters and external reviewers
7. Work with IUPC to ensure they arrange collegial observations
8. Observe your colleagues teaching/librarianship
9. No need to produce line graphs or reproduce student evaluation data in elaborate tables; all reviewers should be reviewing student evaluations (related note: do not collapse mean item scores for a class into a mean of means→ it is *meaningless!*)
10. Focus your energy: you don't have to be excellent in both Scholarship/Creative Activities and Service
11. Seek out a PDS mentor



Personnel Data Sheet Tips

- Use the template and follow the directions (remove directions!)
- Cite accomplishments once but cross reference as appropriate
- Insert evidence in WPAF Sections 7, 8 or 9 as appropriate
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- Present data in tables

Sections of the PDS- Teaching Effectiveness



- **Teaching Effectiveness**

- Table of courses taught with associated WTUs
- Teaching philosophy
 - Comment on innovative teaching pedagogy
- Demonstrate commitment to equity and inclusive teaching strategies
 - Ex: Equity outcomes for courses analyzed in reflections
 - Ex: Inclusive pedagogies described in Teaching Philosophy
- Summary table of numerical scores from teaching evaluations (do not calculate means of means!)

Sections of the PDS- Teaching Effectiveness continued



- **Teaching Effectiveness**
 - Course descriptions and reflections
 - Only need to describe the course once
 - Reflect on student evaluations and course outcomes as appropriate, especially low numerical scores and constructive student and peer feedback
 - Table of departmental requirements and how you satisfy those requirements
 - Professional development activities
 - Summary of release time

Self Evaluate According to the Requirements in the Departmental RTP Criteria and Standards



Summary Table of Teaching Requirements for Tenure and Promotion to Professor as Described in the 5/29/2019

Retention, Standards & Criteria

Criteria	Met	Description of How the Requirement Has Been Met
Leadership in teaching excellence, specifically mentorship of other faculty	X	I educated fellow faculty on how to assess equity in courses and presented evidence-based teaching strategies and pedagogies designed to increase inclusivity and minimize equity gaps in courses at HSU (Section IV). Additionally, I researched, solicited quotes for, worked secure purchase orders for, and implemented virtual simulated labs for three Fall 2020 courses and one course so that our students would be ensured an effective and educational experience while instruction was online.
A pattern of excellence in teaching	X	Evaluations by faculty and professional peers (WPAF section 6A) support consistent excellence in teaching. Written and numerical student evaluations from HSU and the service credit support consistent excellence in teaching (WPAF section 7B). Letters of support from past students describe experiences of excellence in my courses (WPAF section 7A).
Maintaining participation in professional development activities related to teaching	X	I have participated regularly in professional development in the area of teaching and have sought out professional development activities that best meet the needs of my students (e.g. Pivot to Online Learning course during the COVID-19 pandemic; Black Minds Matter course in response to the Black Lives Matter movement). A list of relevant activities may be found in the Other Evidence of Teaching Effectiveness and Professional Development section below.
Evidence of reflection of upon student evaluations and faculty evaluative letters, including adaptations as appropriate	X	As evidenced in the Course Descriptions, Observations, and Reflections section below, I reflect upon student evaluations each semester with the goal of constant improvement. The significant increase in course mean evaluation scores from Fall 2018 to Spring 2019 seen in the Summary of Numerical Mean Scores from Student Evaluations tables are evidence of improvements made based on student feedback.

You may also choose to provide a summary table of numerical scores from student evaluations

Mean Scores from Lecture Course Evaluations⁵ by HSU Students, Fall 2017 – Spring 2020

Criteria:*	2	3	4	5	6	7	8	9	10	11	Enrolled	Response Rate
<u>Spring 2020</u>												
██████████	4.6	4.5	4.7	4.6	4.9	4.3	4.9	4.7	4.8	4.4	74	80%
<u>Fall 2019</u>												
██████████	4.8	4.4	4.8	4.7	4.8	4.2	5.0	4.7	4.8	4.6	80	95%
<u>Spring 2019</u>												
██████████	4.8	4.8	4.6	4.5	4.6	4.3	4.8	4.6	4.8	4.8	24	96%
<u>Fall 2018</u>												
██████████	4.4	4.4	4.2	3.9	4.1	3.7	4.5	4.2	4.4	4.4	29	97%
<u>Spring 2018</u>												
██████████ ██████████	4.5	4.5	4.9	4.3	4.9	4.5	5.0	4.5	4.8	4.6	33	88%
<u>Fall 2017</u>												
██████████	4.5	4.6	4.6	4.1	4.5	4.4	4.8	4.5	4.7	4.4	36	47%

*Lecture student evaluations criteria, scored on a scale of 1-5, where 1 is “hardly ever” and 5 is “almost always”

- (2) The activities used in class (like group work, discussions, presentations) helped me better understand the course content.
- (3) The materials used in class (like readings, articles, textbooks, videos) helped me better understand the course content.
- (4) The instructor clearly demonstrated how each topic fit into the course.
- (5) I received feedback on things like tests, assignments, and projects that helped me improve.
- (6) The instructor was available to help me when they said they would be.
- (7) I felt encouraged to explore materials outside of class to improve on what I was learning.
- (8) The instructor was able to create an atmosphere that was respectful of diversity (for example, diversity based on ethnic, racial, or gender identity).
- (9) The instructor set goals that challenged me to do my best work.
- (10) The course syllabus clearly outlined class objectives, policies, and expectations.
- (11) After taking this course, I am able to apply what I learned to improve on my thinking, problem solving, or decision making



Sections of the PDS- Scholarship and Creative Activities

- **Scholarly and Creative Works**
 - List all scholarly/creative activities, such as publications, professional presentations, exhibitions, recitals, demonstrations, etc
 - Table of departmental requirements and how you satisfy those requirements
 - optional- research philosophy, involvement of students in research and scholarly products



A table is an excellent way to self evaluate according to the Departmental Criteria and Standards

<i>Levels of Accomplishment in Scholarly/Creative Activities Necessary for Promotion to the Rank of Professor</i>			
Requirement	Met	Description of How the Requirement Has Been Met	Level
Involvement by undergraduate students in research activities	X	Undergraduate students have been involved in research projects throughout the review period and are listed in the research description sections.	Minimum Essential
A pattern of scholarly/creative activities	X	Research and scholarly activities have been sustained through the period under review.	
An average of at least one contribution from Category B for each review year	X	Products of the review period include three external grant proposals, two funded internal grants, one peer-reviewed poster, and evidence of collaboration with other individuals.	
One submission of an external or internal grant proposal that involves exposure to independent peer review process	X	Three external grant proposals were submitted and two internal grant proposals were funded in the review period.	
A minimum of one peer-reviewed item from Category A	X	Two-peer reviewed journal publications and one major external grant proposal resubmission occurred within the review period.	
<hr/>			
All activities listed under the Minimum Essential	X	See minimum essential section above.	Good
Two submissions of external and/or internal grant proposals that involve exposure to independent peer review processes wherein one of these submissions must be for external funding	X	Three peer-reviewed external grant proposals were submitted within the review period.	
One peer-reviewed publication from Category A	X	The review period includes two peer-reviewed publications and one resubmission of a major external grant proposal.	
Documentation of positive critical collegial review of the candidate's efforts in the area of scholarship/creative activity as "characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique" [IX.B.2]	X	Four external letters providing collegial review of my efforts in the area of scholarship are included in WPAF Section 6C.	
<hr/>			
All activities listed under the Minimum Essential heading	X	See minimum essential section above.	Excellent
Two funded external and/or internal grant proposals that involve exposure to an independent peer review process wherein one of these submissions must be for external funding and where the resubmission of a major external grant will satisfy one of these requirements	X	Two funded internal grant proposals and one resubmission of a major external grant proposal occurred during the review period.	
Two peer-reviewed publications from Category A	X	Two-peer reviewed journal publications and one major external grant proposal resubmission occurred within the review period.	
Documentation of positive critical collegial review of the candidate's efforts in the area of scholarship/creative activity as "characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and	X	Four external letters providing collegial review of my efforts in the area of scholarship/creative activities are included in WPAF Section 6C.	



Sections of the PDS- Service

- **Service**
- **KNOW** how your department measures service! Hours? Category contributions? Points System?
- Description of service responsibilities (type/level of service (university, college, profession, community), the period of service, amount of time)
- Note intended audience
- **Always** include the duration of the service
- Consider using a table of departmental requirements and how you satisfy those requirements



PDS Examples

These persons generously agreed to share their PDS documents. These should only be used for reference purposes. Nothing should be copied from these documents.

[Example 1](#)

[Example 2](#)

[Example 3](#)

(found on the APS website [here](#))



Resources

Faculty Handbook Appendix J:

<https://www.humboldt.edu/academic-affairs/faculty-handbook>

APS Faculty Evaluation Website (WPAF section descriptions, naming conventions, templates, etc)

<https://www.humboldt.edu/academic-personnel-services/faculty-evaluations/evaluation-tenure-line-faculty>

Department RTP Criteria and Standards

<https://www.humboldt.edu/academic-personnel-services/faculty-evaluations/departmentunit-rtp-criteria-and-standards>

Personnel Action Dates

<https://www.humboldt.edu/sites/default/files/academic-personnel-services/2024-08/vpaa24-012024-2025personnelactiondatesufpc-signed.pdf>

UFPC Website and Annual Letter <https://senate.humboldt.edu/ufpc>