College of Education: RTP workshop

September 8, 2023

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Redefine the Possible™

Strategies for Inclusive Engagement

- Ensure your name is correct under participants
- Mute your microphone and turn off video
- Use "raise hand" feature for questions, and wait to be recognized
- After being recognized please unmute your video and microphone
- State your name first
- Please use the chat feature _minimally_
- Presentation is being recorded and will be posted
- Presenters will pause to allow time to read text on slides before speaking

- Any additions? Comments?

Goals for Today's Session

Participants will…

1. Understand the ***purpose, timeline, and committee structure/function*** for Retention, Tenure, and Promotion.

2. Be able to locate and use the COE RTP ***policy***, ***process,*** and ***tools*** to construct your own RTP "binder"

3. Learn how to ***upload and organize*** your "binder" into an online folder (also called the PAF/WPAF*)

Are there any questions about today's learning outcomes?

* Personnel Action File/Working Personnel Action File

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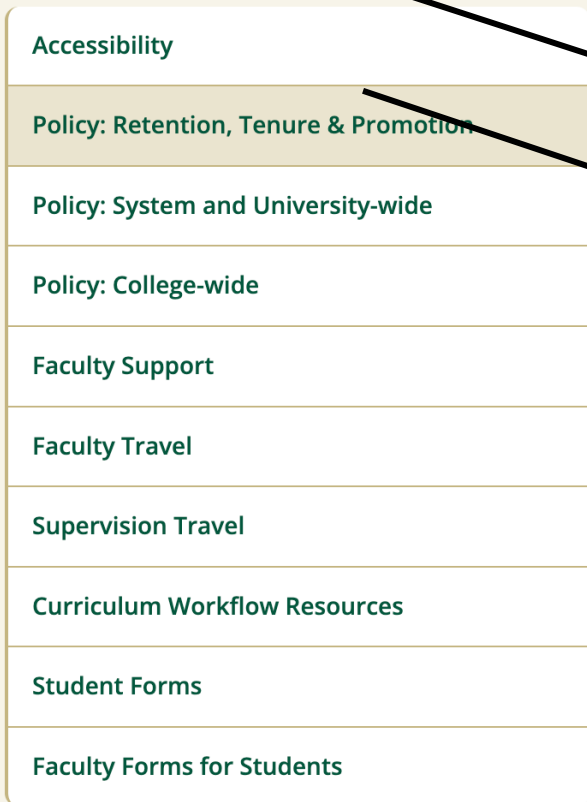SACRAMENTO

GOAL: RTP Purpose & Timeline

PURPOSE: RTP is the process used to make recommendations for retention, tenure, and promotion based on a review of evidence provided by the faculty member being reviewed, to determine if the faculty member meets the criteria for being retained, tenured, and/or promoted.

TIMELINE: Tenure track faculty participate in the RTP process **each year** (as an Assistant Professor) and **once every 5 years** after tenure is granted (Post-Tenure Review). Current RTP Calendar can be found at this link or on the COE Faculty and Staff Resources Page

YEAR 1 faculty will be reviewed next spring: deadline to submit materials is Monday, March 4, 2023; it's a "dry run"

Where is our new RTP policy and RTP Toolkit?

- Search for CSUS.edu/coe (in google) to go to the COE home page
  - Click on "Faculty/Staff Resources" under "Explore College of Education"
    - Scroll down to "RTP" section as shown below

Accessibility	**Policy: Retention, Tenure & Promotion**
Policy: Retention, Tenure & Promotion	• **CURRENT 2023 ARTP Policy (pending approval)** PDF
Policy: System and University-wide	• **OLD College ARTP Policy** PDF
Policy: College-wide	• **RTP Toolkit**
Faculty Support	• **College RTP Calendar (2023-24)** PDF
Faculty Travel	• **ARTP Presentations**
Supervision Travel	○ Fall 2022 Presentations
Curriculum Workflow Resources	○ **Zoom Presentation Powerpoint (9/9/2022)** PDF
Student Forms	○ **Zoom Presentation Recording (9/9/2022)**
Faculty Forms for Students	○ **Zoom Presentation Audio Transcript (9/9/2022)**

Policy: Retention, Tenure & Promotion

- **CURRENT 2023 ARTP Policy (pending approval)** PDF
- **OLD College ARTP Policy** PDF
- **RTP Toolkit**
- **College RTP Calendar (2023-24)** PDF
- **ARTP Presentations**
  - Fall 2022 Presentations
    - **Zoom Presentation Powerpoint (9/9/2022)** PDF
    - **Zoom Presentation Recording (9/9/2022)**
    - **Zoom Presentation Audio Transcript (9/9/2022)**
  - Spring 2023 Presentation
    - **Zoom Presentation Powerpoint (2/3/2023)** PDF
    - **Zoom Presentation Recording (2/3/2023)**
    - **Zoom Presentation Audio Transcript (2/3/2023)**
- Additional ARTP Policies
  - **Sacramento State University ARTP Policy**
  - **Collective bargaining Agreement between CFA and the CSU**

GOAL: RTP Committees Structure/Function

PRIMARY Evaluation Committee (PEC) (from your home branch)

1. Review faculty member's submission/evidence
2. Make recommendation for retention, tenure, promotion based on evidence in the folder

SECONDARY Evaluation Committee (SEC) (from all branches)

1. Review recommendation from PEC & review evidence
2. Make recommendation for retention, tenure, promotion based on evidence
3. Ensure criteria, policies, & procedures are correctly followed

Committee Members

ALL COE Committee Membership is on the COE Faculty/Staff Resources webpage:

Accessibility	**Policy: Retention, Tenure & Promotion**
Policy: Retention, Tenure & Promotion	• **College ARTP Policy (pending approval)**
Policy: System and University-wide	○ **Zoom Presentation (9/10/2021)**
Policy: College-wide	○ **RTP Toolkit**
Faculty Support	• **College RTP Calendar (2022-23)** PDF
Faculty Travel	• **University Appointment, Retention, Tenure and Promotion policy**
Supervision Travel	• **CFA Collective bargaining Agreement**
Student Forms	**Policy: System and University-wide**
Faculty Forms for Students	• CSU Administrative Manual

Policy: System and University-wide

- CSU Administrative Manual
- **Chancellor's Office Program Development policies and forms**
- **University policy Manual**

Policy: College-wide

- **College Policy Manual** PDF
- **COE procedures**
- **College Committees**
- **COE Strategic Plan** PDF

GOAL: Locate & use RTP Policy, Process, & Toolkit

RTP is governed by policies:

- [Collective Bargaining Agreement](CBA), i.e. our "contract" that is negotiated between the union and CSU, and

- [University ARTP policy], and

- [College ARTP policy](can also found on Faculty/Staff Resources page) - COE voted in a *new RTP policy document* last spring, so everyone should read and use it!

[RTP Toolkit](also found on Faculty/Staff Resources page)

The RTP toolkit helps you organize your RTP submission (folder/binder)

Let's explore together

New *COE RTP Policy* adopted spring 2023

    A. It's a LONG document! (30 pages)

    B. Focus today will be on what is included in your RTP file and the ***Evaluation Criteria*** (pages 7-21)

        i. Teaching Performance

        ii. Scholarly or Creative Achievements

        iii. Contributions to the Institution

        iv. Contributions to the Community

    C. You should review the rest!

REVISED Toolkit (aligns with our new policy!)

GOAL: Learn how to Upload & Organize your evidence

- EACH of you has an electronic folder (Isabel sent access last week)
- Your RTP folder already has subfolders
- Take it away Sasha!

A few Tips

- If a previous PEC or SEC review letter suggested you do something, use your narrative to explain what you did & why.

- Your index may LIST evidence that you choose not to LINK to. Use sparingly. PEC/SEC can ask to see the evidence.

- Student Questionnaire Evaluations are required. Put them in context in your narrative.

- Some evidence could be appropriate for more than one category. YOU choose which category (but only one) and YOU explain why it fits there.

COE Weights for Evaluative Criteria

- Teaching Performance – 55%
- Scholarly and/or Creative Achievements – 15%
- Contributions to the Institution – 15%
- Contributions to the Community – 15%

Teaching Performance Index

1. Faculty member's teaching assignment, indicating workload and courses per semester. Faculty are encouraged to include quantitative results of student evaluations

Please describe the entire workload for each semester under review. The latest semester first.

Semester	Course number and title/Section OR Assigned time description	N	Mean
spring 2020	EDC 254, Section 3: Counseling and Psychotropic Medication	21	4.76
spring 2020	EDC 475, Section 5: Practicum in Counseling	6	4.82
spring 2020	EDC 238, Section 1: Professional Issues in Marriage and Family Counseling	13	4.75
Spring 2020	CCDS Site Supervision: 3 units release time		
spring 2020	MCFC Program Coordinator: 2 units release time		
fall 2019	EDC 219, Section: Group Processing in Counseling		4.54
fall 2019	EDC 216, Section: Counseling Theory		4.89
fall 2019	EDC 280, Section: Practicum in communication		4.58
fall 2019	CCDS Site Supervision: 2 units release time		
fall 2019	MCFC Program Coordinator: 2 units release time		

Use
the RTP Toolkit-!

Go to the Toolkit, look around in it, bookmark it.

The index helps you organize your file and assists the reviewers in understanding your evidence

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https://drive.google.com/drive/folders/11f-5MgxeX96jBX22ESIQ0XeiwCMcXOfg

What is Evidence?

- Evidence includes documents, artifacts, or items that support/describe your work
  - For example
    - A syllabus or assignment you designed
    - A service letter from a committee chair you served on
    - A letter from an editor thanking you for reviewing for a journal

- Placing evidence into a WPAF is not enough
  - Your reflections/narratives should describe/analyze the evidence

- You don't have to include *everything*
  - Who are you? What evidence clearly demonstrates your development over time

Manuscripts and Other Editor-Reviewed Works of Writing

DON'T DO THIS	DO THIS
Just the text of your manuscript in a word document	Create tables and figures to guide the reader
	Accurately label "in progress", "under review", and "in press"
	Text or abstract in its published version (the publisher's version)
	Letters of acceptance, peer review comments or related communication from the editorial team regarding the status of your submission
	Data on journal or edited volume impact factor, sales rankings, or any other evidence of selectivity (optional, but nice to include)
	If multiple authors, a statement of effort percentage, signed by all authors
	For in-progress publications—receipt of submission to journal or publisher (e.g., email, electronic notice).

Include Emails from Editors to Show Current Status of Your Submissions

Congratulations! Your article has been tentatively approved for publication on the HETS Online Journal (needs minor revision)

YM Yelixa M. Castro Cruz <Yelixa_Castro@inter.edu>
To ● Gonzalez, Amber M
Cc ○ Yubelkys Montalvo

⟲ Reply   ⟲ Reply All   → Forward   ⋯
Tue 10/27/2020 1:21 PM

ⓘ You forwarded this message on 10/27/2020 2:10 PM.
This message was sent with High importance.

📄 Flipped classroom and Students of Color academic success 9 21 2020_ByCo-ED.docx
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📄 Flipped classroom and Students of Color academic success_By ChiefEd.docx
45 KB

📄 Review-Teaching Using a Flipped Classroom Approach.docx
23 KB

📄 PUBLISHING AGREEMENT - HETS ONLINE JOURNAL-REV_June2016.pdf
241 KB

Dear Dr. González:

Greetings! Hope you are doing fine. Congratulations! We are pleased to inform that your article *Teaching using Flipped Classroom Approach: Impacts for Students of Color* has been **TENTATIVELY approved (subject to revisions)** for publication on the Volume XI, Fall Issue of the HETS Online Journal (publication is scheduled by the end of this month, but this is subject to changes). Please refer to the comments both Chief Editor, and Co Editor has included on the attached documents for your consideration and use. Rubric of your review has been included as well for your record. If you agree to move forward with the process, please in return **send us** your **revised article on or before** this Friday, **October 30th**. Also, we need you to send us at your earliest convenience your information for the authors page. The requested information is the following:

For each one of the authors:
1. Title at your institution or organization
2. Contact information (any you may want us to include, email, phone, blog, e.g.)
3. Brief bio in English with your experience on any related field. Up to two paragraphs long. **(we highly recommend this to be included)**
4. Portrait photo (web resolution on a .jpeg format) **(we highly recommend this to be included)**
5. Signed the attached publishing agreement for each author (Also attached)

We appreciate your kind support on this HETS initiative.

Have a wonderful day,

Yelixa

25 years años
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Hispanic Educational Technology Services

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Provide Journal's Published Version of Your Abstracts

Beyond the Baccalaureate: Factors Shaping Latina/o Graduate Degree Aspirations

Marcela G. Cuellar[1] (iD) and Amber M. Gonzalez[2]

Abstract

This study examined how Latina/o undergraduate students' graduate and professional degree aspirations change during college. Using longitudinal data from the Cooperative Institutional Research Program, a multinomial logistic regression analysis was conducted to examine factors associated with aspiring to earn a degree beyond a baccalaureate. Findings show that many students change their initial aspirations and several college experiences, such as higher college GPA and faculty interactions, are associated with Latinas/os' graduate and professional degree aspirations.

Resumen

Este estudio examinó como estudiantes latinos de pre-grado cambian sus aspiraciones sobre título profesional y postgrado durante su carrera universitaria. Usando información longitudinal del Programa de Investigación de la Cooperativa Institucional, se condujeron análisis de regresión logística multinominal para examinar factores asociados con la aspiración de obtener un postgrado. Los hallazgos demostraron que muchos estudiantes cambian sus aspiraciones iniciales y que varias experiencias universitarias, como un alto promedio universitario e interacciones con profesores, se asocian con aspiraciones de grados profesionales y de postgrado en latinos.

Keywords

Latina/o undergraduate students, degree aspirations, postbaccalaureate, graduate school, graduate degrees

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Participating as an Editor or Peer Reviewer

DON'T DO THIS	DO THIS
• Say in your narrative that you reviewed for a journal without referencing any public information about the journal	• Create tables and figures to guide the reader • Include letters from editors or associate editors; if not available and you don't want to bother, include the email that you receive as confirmation that you submitted a review

Writing Grant Proposals for Scholarship

DON'T DO THIS	DO THIS
• Give just the title of your grant proposal	•Provide a copy of the grant proposal abstract in its submitted form •Provide email evidence (or a screenshot) that your grant was submitted successfully •Provide a copy of the notice of award from granting institution, including amount requested/awarded •Provide a letter from the grant PI describing your contribution to the grant proposal. •If you have not yet submitted the proposal, but have an idea that has been sent through the IRB, then include the submission of IRB as evidence.

Making Presentations of your Scholarship

DON'T DO THIS	DO THIS
• Give just the title of your presentation	•Provide tables and figures with details for reader •Page from the program showing your name and presentation title and abstract •Email or letter indicating your presentation's selection •If presenting for an organization that is not universally known, include publicly-available information about the organization (for example a screenshot of the About page from the organization's website)

How Should I Present Evidence on Institutional Service?

- ## RTP Toolkit
  - Service Acknowledgement Letter signed by branch chair, committee chair, etc.

Illustrating your Service in the Community

DON'T DO THIS	DO THIS
• List in dense narrative form all the details of your community contributions • List things in community service that you already listed in scholarship, teaching, or university service without articulating clearly for the reader why it should not be considered "double dipping"	•Provide tables and figures with details for reader •Provide a letter or email from organization noting specific role/tasks you have served/completed on behalf of the organization •Include materials developed for mass/social media, highlighting any reference to your role in developing them

Early Tenure and Early Promotion

- Early tenure is not a right.

- Early tenure is recognition of qualifications and performance **substantially beyond** that required for the granting of tenure after the normal six (6) year probationary period.

- Early tenure is granted for attaining a professional standard that includes activities which bring **widespread recognition to the individual and the university** from the academic community and/or the general public.

- A faculty member under consideration for early tenure shall contain evidence of recognized outstanding performance in teaching, which shall be given primary weight, and of appropriate academic preparation.
    - It shall also contain evidence of recognized outstanding performance in at least two (2) of the remaining three (3) university criteria for retention, tenure, and promotion: scholarly or creative achievement, contribution to the institution, and contribution to the community.
    - The candidate must also receive a minimum rating of "meets criteria" for the remaining fourth evaluative area

Questions and Comments