



SACRAMENTO
STATE

College of Education: RTP workshop for First Year Faculty – Periodic Evaluation

January 29, 2024

Redefine the Possible™

Goals for Today's Session

Participants will...

1. Understand the ***purpose, timeline, and committee structure/function***.
2. Locate and learn how to use RTP ***policy*** and ***toolkit*** to construct your own RTP “binder.”
3. Learn how to ***choose the appropriate documents*** to include in your “binder.”
4. Learn how to ***upload and organize*** your “binder” into an online RTP folder (also called the PAF/WPAF*).

Are there any questions about today's learning outcomes?

* Personnel Action File/Working Personnel Action File

GOAL 1: 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).

YEAR 1 faculty are reviewed in spring - deadline to submit is Monday, March 4, 2024; it's a "dry run"

You will receive your review letter in late April/early May

GOAL 1: RTP Committee Structure/Function

PRIMARY Evaluation Committee (PEC) (tenure line faculty elected from your home branch)

1. Review faculty member's submission/evidence
2. In Year 1 (Periodic Review) the committee does NOT make recommendation for retention, because you automatically have a 2-year contract. They do write a letter to you (which also goes to the Dean) based on their review of your submissions

Dean Sessoms also writes a letter to you based on her review of your file.

BOTH letters remain in your RTP "binder"

Committee Membership

COE Committee Membership is on the [COE Faculty/Staff Resources](#) webpage (PEC/SEC tab)

Accessibility
Policy: Retention, Tenure & Promotion
Policy: System and University-wide
Policy: College-wide
Faculty Support
Faculty Travel
Supervision Travel
Curriculum Workflow Resources
Student Forms
Faculty Forms for Students

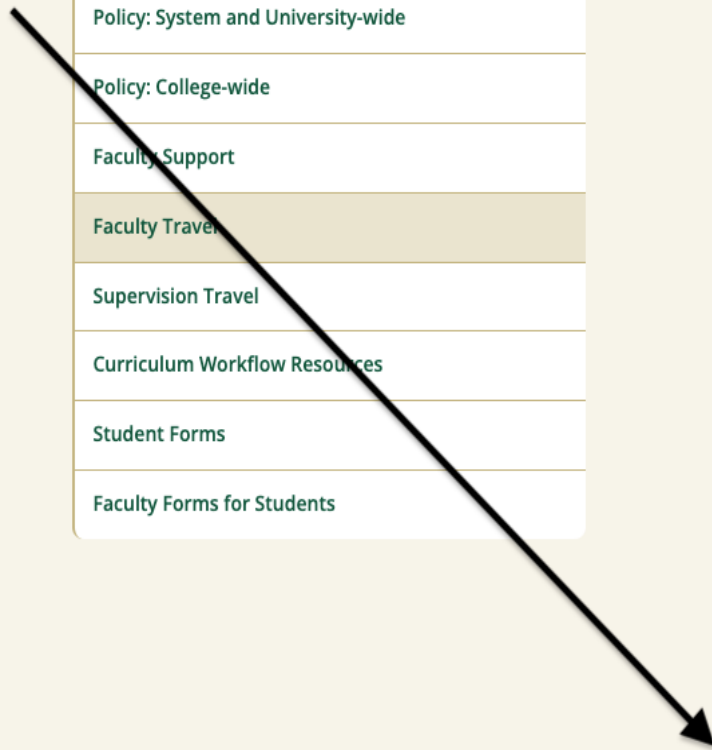
- [Zoom Presentation Powerpoint \(2/3/2023\)](#)
- [Zoom Presentation Audio Transcript \(2/3/2023\)](#)
- Fall 2023 Presentation
 - [Zoom Presentation Powerpoint \(9/8/2023\) PDF](#)
 - [Zoom Presentation Recording \(9/8/2023\)](#)
 - [Zoom Presentation Audio Transcript \(9/8/2023\)](#)
- Additional ARTP Policies
 - [Sacramento State University ARTP Policy](#)
 - [Collective bargaining Agreement between CFA and the CSU](#)

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 2: How to find the RTP policy and Toolkit

1. [CSUS.edu/coe](https://www.csus.edu/coe) - the COE home page
2. Click on “Faculty/Staff Resources” under “Explore College of Education”
3. Scroll down to “RTP” section as shown below

Faculty & Staff Resources

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Faculty Forms for Students

Accessibility

- [Tip Sheet - Hosting Effective and Accessible Online Meetings with Deaf Participants](#)
- [Faculty making Online Learning Accessible for Deaf Students](#)

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](#)
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GOAL 2: Use RTP Policy, & Toolkit

RTP is governed by:

- [Collective Bargaining Agreement \(CBA\)](#), i.e. our “contract” that is negotiated between the union and CSU, and
- [University ARTP policy](#), and
- [College ARTP policy](#)

[We provide an RTP Toolkit](#) (found on Faculty/Staff Resources page) to help you organize your RTP submission (folder/binder)

What is Evidence?

- Evidence includes documents, emails, 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
 - Abstract of a journal article
- Placing evidence in your binder is not enough
 - Your narratives should describe/analyze the evidence
- You don't have to include *everything*
 - Who are you? What evidence clearly demonstrates your development over time

Let's explore together

New [COERTP Policy](#) adopted in May 2023

- A. It's a LONG document! (30 pages)
- B. Focus today will be on the *Evaluation Criteria* (pages 9-18)
 - i. Teaching Performance
 - ii. Scholarly or Creative Achievements
 - iii. Contributions to the Institution
 - iv. Contributions to the Community

C. You should review the rest of the document!

[RTP Toolkit](#) (aligns with our new policy!)

A few Tips

- Student Questionnaire Evaluations are required and will be added to your file by Lead staff. YOU need to write about your evaluations; put them in context in your narrative.
- Some evidence could be appropriate for more than one category. YOU choose which category (but only one per piece of evidence) and YOU explain why it fits there.
- Some large projects may provide evidence for MORE than one category but each piece of evidence only goes in one category.

Where is it again?

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GOAL: Learn how to Upload your evidence

Take it away, Deidre!

Questions and Comments



SAMPLE Teaching Performance Index

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

Manuscripts and Other Editor-Reviewed Works of Writing

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


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)

 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 44 KB	 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

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Stay connected!
    



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

Marcela G. Cuellar¹  and Amber M. Gonzalez²

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 multinomial 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

Provide Journal's
Published Version of Your
Abstracts

Participating as an Editor or Peer Reviewer

DON'T DO THIS	DO THIS
<ul style="list-style-type: none">• Say in your narrative that you reviewed for a journal without referencing any public information about the journal	<ul style="list-style-type: none">• Create tables and figures to guide the reader• Include letters from editors; if not available, include the email that you receive as confirmation that you submitted a review

Writing Scholarly Activity Grant Proposals for Scholarship

DON'T DO THIS	DO THIS
<ul style="list-style-type: none">• Give just the title of your grant proposal	<ul style="list-style-type: none">• 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.• 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
<ul style="list-style-type: none">• Give just the title of your presentation	<ul style="list-style-type: none">• 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 of the organization's website)

How Should I Present Evidence on Institutional Service?

- RTP Toolkit

1. Service Acknowledgement Letter for service inside the College of Education
2. Service Acknowledgement (email) from committee chairs or emails/minutes showing you are part of a service committee or activity



Sacramento State University, College of Education

Service acknowledgement letter

The form is completed by the faculty member, and signed by the Committee Chair, or an administrator if completed by a committee chair.

Your name			
Committee/organization name			
Committee/Organization charge or a brief description of its mission			
Committee level	Program Area <input type="checkbox"/> Branch <input type="checkbox"/> College <input type="checkbox"/> University <input type="checkbox"/> Local community <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> International <input type="checkbox"/> Other <input type="checkbox"/>		
Dates or semester(s)	Estimated total hours		
Estimated meetings attended	Most <input type="checkbox"/> Some <input type="checkbox"/> None <input type="checkbox"/> N/A <input type="checkbox"/>		
Please list your specific roles and contributions (e.g. documents, materials, projects, tasks)			
Committee Chair, or Administrator Name	Signature	Date	

Illustrating your Service in the Community

DON'T DO THIS	DO THIS
<ul style="list-style-type: none">• 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”	<ul style="list-style-type: none">• 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

