Guidance for Periodic and Performance Evaluations
For Tenure/Tenure-Track Candidates

**Periodic Evaluations – CBA 15.20 – 15.36**

The process of evaluating faculty in a year when retention is not an issue; and service as a tenured faculty member (15.32 – 15.34).

Periodic evaluations stress developmental issues and focus on plans for improving a faculty member’s effectiveness. The evaluation does not contain formal recommendations regarding retention, tenure, or promotion.

**Performance Evaluations - CBA 15.37 – 15.39b**

The process of evaluating faculty for retention, tenure, or promotion that leads to formal evaluations, recommendations, and notices of results.

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### WPAF MATERIAL

<table>
<thead>
<tr>
<th>Periodic Evaluations</th>
<th>Performance Evaluation for Retention</th>
<th>Performance Evaluation for Promotion and/or Tenure</th>
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<tbody>
<tr>
<td>Materials from the last year (since the close of your file from the prior review) for tenure-track candidates. Post-tenure review candidates will provide materials from the last review (no more than six years in total if prior review was older than six years).</td>
<td>Materials from the last year (since the close of your file from the prior review)</td>
<td>Cumulative materials from entire tenure-track period or the last six years since promotion to associate professor</td>
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### INDEX

The best WPAFs are well organized with clear connections across subsections of each major section. Thus, the optimal strategy is to first lay out an outline of your WPAF with a draft index that lists what you believe to be the relevant and useful subsections within each major section. As you actually begin to construct your WPAF, you may see a need to change the organization, making a note of that in your draft index. Once you complete your WPAF, return to and finalize the index, making sure that it is accurate and adequately detailed to enable a reconstruction of your WPAF, if necessary. The final index will be placed as a permanent record in your Personal Action File (PAF) at the conclusion of the review cycle.

### CURRICULUM VITAE (CV)

The second section is your current CV, with achievements and service contributions during the current period of review, as defined above, highlighted in yellow. The CV also becomes a permanent record in your PAF at the conclusion of the review cycle.

A fairly typical format for a CV would begin with a section on education, followed by a section on professional or academic employment. The order of subsequent sections may vary depending on field, but typically includes sections on peer-reviewed publications (sometimes broken down by books, book chapters, and journal articles), other publications (e.g., technical reports, encyclopedia entries, book reviews, trade articles, popular press articles, etc. – depending on discipline), invited presentations, refereed conference presentations, grants and fellowships (applications and receipt of award), teaching (typically listing courses taught), awards and honors, and service (usually subdivided by service to the department, college, university, discipline, and/or community). In the visual arts, the same general structure would work, but language like “solo exhibitions” would replace “peer-reviewed publications." Similar extrapolations can be made for other distinctive disciplines. Please speak to your chair if you have questions about this section.
**PROFESSIONAL DEVELOPMENT PLAN**

The Professional Development Plan (PDP) is your blueprint for a successful career that is intended to carry you through the ranks of the academy, from assistant professor to associate professor with tenure and on to the rank of professor. The optimal plan goes forward five years from the current date and outlines the strategies and sub-goals you have set for yourself, that will lead to excellence in teaching, a record of good service/citizenship within the university, and a level of scholarly productivity that easily exceeds departmental and college thresholds for the next rank or continues a record of scholarly success for faculty already at the rank of professor. Goals that were not achieved are carried forward in the plan to a new future year or are revised or abandoned. This is also true for promotion and/or tenure reviews; a plan for the next five years should be included (See the Professional Development Plan template that will be submitted.)

The PDP should be ambitious by aiming well above minimum criteria, yet be realistic as well. The plan should also be appropriately detailed and address development on all three major dimensions, teaching, scholarship, and service so that progress and currency with the discipline can be assessed. Given our emphasis on increasing diversity, equity, and inclusion (DEI) within the college and university, we invite you, as a best practice, to consider how you might support this effort in the future through your teaching, service, and/or scholarship. Some do this with a separate “Statement of DEI” document, while others weave DEI thorough out their PDP. As with the index and CV, the PDP becomes part of the PAF at the end of the review cycle.

**TEACHING PERFORMANCE**

This is the first of the three sections in which you are asked to provide ample evidence on which to base an assessment of performance. As directed by the CLA Policies and Procedures document, evaluators will “consider such factors as the faculty member’s competence in the discipline, ability to communicate ideas effectively, versatility and appropriateness of teaching techniques, organization of courses, relevance of instruction to course objectives, methods of evaluating student achievement, relationship with students in class, effectiveness of student advising, and other factors relating to performance as an instructor.” The evidence that is considered includes samples of course materials, including syllabi, quizzes, exams, grading rubrics, lecture materials, examples of Learn-by-Doing activities and assignments; and samples of student work. Thus, it is important that all of these materials are in your WPAF and easy to locate. Names on samples of student work should be redacted to keep students’ identities anonymous.

*Note.* Please organize all materials by course. Within each course, typically documents and exemplars are only provided for the most recent offering of the course during the current period of review. The exception might be when you want to highlight improvements in syllabi, rubrics, etc. for the most recent offering of a course by contrasting with samples from the previous offering.

As a best practice, we invite you to also provide information on your use of inclusive teaching methods and/or integration of DEI and equity-minded teaching strategies into courses (e.g., contributions to the discipline by those from underrepresented groups or discussions of historical and/or contemporary DEI issues from the disciplinary perspective of the course), as well as your completion of any DEI trainings or workshops to improve the quality of your teaching. Examples of such experiences could include CTLT programs (e.g., TIDE, accessible document design, etc.), book circles devoted to teaching with attention to DEI, or creation of new courses or special topics related to these domains.

**SUMMARY OF COURSES TAUGHT**

This summary will be provided to you by the Dean’s Office for your review and verification of the summary’s accuracy. You will then include it in your WPAF.
This is the section in which you provide evidence of your research, scholarly, and/or artistic achievements. While the exact nature of professional achievements will vary somewhat across disciplines, in all cases there must be scholarly/creative projects that have been peer reviewed and distributed/exhibited/performe through appropriate professional channels. For traditional publications, this means that they appear in well-respected, rigorously peer-reviewed journals, per the college document. For books and book chapters, a comparable level of peer review is expected, and the book should be distributed by a reputable publisher. In the case of exhibitions/performances equivalency, if they are smaller or local, then there should be a documented vetting process that establishes the venue with at least regional stature. Finally, in the visual and performing arts, competitively earned residencies and fellowships based on one’s work provide additional confidence that the work was of high quality and subjected to peer review. In all cases, the onus is on the candidate to document the peer-review process and the status of the journal, publisher, venue, and/or award in instances in which this is not self-evident.

A special note about grants is warranted. Faculty are encouraged to seek funding to support their research, scholarship, and/or creative activity because those funds often enable the faculty member to pursue projects more thoroughly or to tackle more ambitious projects. Although grant activity valued and examined as part of research achievements, like conference and invited presentations, a funded grant proposal does not constitute the equivalent of an article in a well-respected, rigorously peer-reviewed journal. In part, this is because a grant proposal is proposed rather than actual new research, scholarship, and/or creative activity. Regardless, this is something to be included in the professional development section as it shows progress toward achievements in the field.

Only work already “in press,” in print, exhibited, or performed should be listed as achievements in this category. For all such listings, provide a copy of the publication and any notification of acceptance. For exhibitions or performances, provide comparable documentation, include a copy of the program and pictures of the exhibit and/or documentation of the performance. In instances in which there are one or more co-authors, co-creators, or co-performers, list all and briefly note what your role was in each co-authored or co-produced work product. Similarly, for refereed conference presentations or invited presentations that have been completed, please document the nature of the presentation (keynote, invited, refereed, poster session, roundtable, workshop, etc.) and provide a copy of the program and the pages with your presentation(s). We do NOT need the entire conference brochure.

**Note.** Evidence of achievement in research, scholarship, and/or creative activity is generally provided only for the current period of review.

As shown in the template, please also report work under review and in progress so that an assessment of your pipeline can be made. Note that these are listed separately to avoid confusion with what has already been achieved. As with other sections, we invite you, as a best practice, to note professional achievements relevant to DEI as is consistent with the mission of the college.
In the spirit of shared governance and responsibility, it is essential that all faculty be engaged in institutional service at the department, college, and/or university levels, and that they be on campus enough to effectively participate in committee assignments, department discussions, and decision-making. Although we have reduced service expectations for assistant professors, primarily limited to within the department, it is important for all faculty to participate in the life of the university throughout their career at Cal Poly. Per the CLA Policy and Procedures document, evaluators assessing service contributions will “consider such factors as the faculty member's participation in academic advisement; placement follow-up; co-curricular activities; diversity-related activities; department, college and university committees; Academic Senate and its committees; individual assignments; systemwide assignments; and service in community affairs directly related to the faculty member's teaching area, as distinguished from those contributions to more generalized community activities.”

Consequently, it is essential that you provide appropriate documentation of the quantity and quality of your service contributions to the department, college, university, profession, and/or community. Generally, this is done by listing your committee assignments, including your role on the committee (member, co-chair, chair), and other service contributions followed by documentation, when available, of the nature and quality of your contributions. If you chaired a committee or organization, a brief summary of activities and achievements by the group is valued.

Another type of institutional service is the commitment of your time to participation in workshops or other programs that will enable you to be a more effective university citizen. Examples of such work include things like completing UndocuAlly trainings, participating in university panels and presentations, guest lecturing in classes, becoming a BEACoN mentor (research or professional), or advising a club or organization.

Service to the community and/or profession are also valued and should be documented in similar ways.

DEI-related service is already highlighted in the first paragraph of this section, but we would still appreciate you calling specific attention to this work in your WPAF especially if you are a member of one of the DEI-focused cluster hires.

Note. As with the previous categories, documentation of service contributions is typically limited to those occurring during the current period of review.

It is up to the candidate to provide a rationale for your case for promotion and/or tenure (especially important for early cases). You should write the rationale for an audience that may not be familiar with your discipline.

IV. ONLY REQUIRED FOR FACULTY APPLYING FOR TENURE AND/OR PROMOTION: Please provide narrative rationale for your case below.

Click or tap here to enter text.

You should document the rationale for any equivalent scholarship in addition to providing information about the rigor and peer-review process for your scholarship. NOTE: This is only necessary in cases for Promotion and/or Tenure.
HOW TO ACCESS HELP FOR INTERFOLIO

After you have logged into Interfolio, select ‘Product Help’ from the drop-down menu under your name:

Once Interfolio opens, select ‘Help for Interfolio Review, Promotion & Tenure’

You can then search for a topic or select a heading for assistance:

You may also visit Academic Personnel’s website for process guides: https://academic-personnel.calpoly.edu/interfolio

COMBINING PDF FILES

One simple method to combine PDF files (and create bookmarks in the process):

You will need to use the ‘Pro’ version of Adobe Acrobat (not the Reader) – if it is not on your state-issued computer, or download the program or contact CLA techs for help doing so.

Name each PDF file according to its content (course syllabus would be titled, ‘ENG 101 Syllabus’)

- ENG 101 C Paper Sample
- ENG 101 A Paper Sample
- ENG 101 Tests and Quizzes
- ENG 101 Syllabus
Highlight all files and right click:

- ENG 101 C Paper Sample
- ENG 101 A Paper Sample
- ENG 101 Tests and Quizzes
- ENG 101 Syllabus

Select ‘Combine Files in Acrobat’

This screen will open:

You can move the files into the order you would like them to appear and select ‘Combine’:

Select “Combine”
Title your file appropriately and save.
## CHECKLIST FOR eWPAF SUBMISSION

- Review your ePAF for accuracy. Should you have a question or concern, contact Melissa Bodin mbodin@calpoly.edu.

- Use the CLA Cover Sheet and Index – Be sure to complete the demographic information in the header.

- Please redact or remove home address, personal phone numbers and other sensitive information to maintain your privacy from your CV/Resume.

- For tenure and/or promotion candidates, be sure your Professional Development Plan contains a plan for the next five years (a plan for your promotion to full professor or your plan after promotion to full professor).

- After you have reviewed the ‘Summary of Courses Taught’ file for accuracy, upload it to the appropriate section

  Include sufficient teaching materials (some items include syllabi, sample graded work (with names redacted), grading rubrics, etc.) – You may not ‘refer to a Canvas site’ to review materials. The only time a Canvas site may be utilized is for ‘Observation of asynchronous virtual instruction’ as outlined on the AP Guidance for Evaluation 2020-2021 Memo dated September 28, 2020.

- Be sure to comment on prior suggestions for improvement and how you have addressed those comments as appropriate.

  It is suggested to upload teaching materials by course (one PDF for each class, titled by the course title).

  Further, it would be helpful to have the similar sequence of material for each course PDF uploaded (for instance, the first file could be the course syllabus followed by samples of tests and quizzes (blank), samples of work, and so on. See ‘combining PDFs’ section below’

- Be sure to include copies of scholarship, research, and/or creative activities.