



WHAT IS AN ITEM?

Supplemental Guidance on Evidence to Include in the WPAF

This document is not a statement on evaluation criteria and procedures. Its objective is to provide guidance on best practices when preparing a WPAF.

General Guidelines

As stated in the University RTP Document I.B.5.:

- e. *In constructing the WPAF, the Candidate should be selective, choosing documents, texts, or artifacts that are most significant and representative of their work. The WPAF should be focused and manageable. In order for a Candidate to make the best case while minimizing file size, statements such as "available upon request" may be used. Materials mentioned as "available upon request" or cited in reflective statement and/or curriculum vitae are considered part of the WPAF. Reviewers at any level can obtain such documentation during the time of the review directly from the Candidate or directly from the cited source, without the notification of any other level of review. Information in the public domain relevant to the material presented in the WPAF, but not specific to the Candidate (e.g., journal acceptance rates, publication peer-review process, and/or publisher information), are considered part of the WPAF and can be accessed by reviewers at any level without notification.*
- f. *The evidence of success in Teaching, Research/Creative Activity and Service shall consist of up to 30 items total in the WPAF that are representative of the work described in the narrative. The Candidate will determine how to distribute the items among the three categories; however, each category must contain evidence.*
- g. *The reflective statements included in the WPAF shall not exceed 15 pages in combined length. The Candidate will determine how many pages to devote to each statement. The statements will describe the Candidate's contributions in the areas of Teaching, Research/Creative Activity, and Service.*

This Supplemental Guidance document brings attention to the language quoted above and in particular, the requirement that WPAF's at CSUSM are to highlight the candidate's growth and development through a selective approach. Two parameters in the University RTP aid candidates in this selective approach: first, the page limit to the narrative (15 pages) and second, that up to 30 items of evidence representative of the work described in the narrative. It is entirely under the candidate's purview to select and include items of evidence. Candidates are strongly encouraged to closely review all items that may be used as evidence in their WPAF and consider which items most clearly demonstrated growth, development, and noteworthy accomplishments. Not every item that illustrates one's work must be included in the WPAF. Additionally, the reflective narrative can be used to explain and elaborate on how a candidate developed. For example, the evolution of a course can be illustrated with selected syllabi (as opposed to syllabi from every time a course was taught) and a few samples of student work illustrating the points made in the narrative. The items candidates choose to include in a WPAF should change with each file. That said, a file can include materials from previous years. If an item is not included as evidence, it can still 'count' towards fulfillment of RTP Standards. For example, a journal article that is published and included in a Year 2 file may not be included in the Year 6 file, but will still be 'counted' toward the fulfillment of research requirements. Similarly, the development of a course could be documented in detail in Year 2 but discussed in less detail and perhaps with only one item of evidence in Year 6; this can still be counted toward fulfillment of teaching standards.

Required WPAF Contents

The current University RTP policy requires that faculty submitting a WPAF include the following:

- A completed checklist
- A cover memo with request for specific action
- An index
- A complete curriculum vita, providing detailed lists of classes taught (including number of students), publications, and service contribution.
- All personnel review letters, rebuttals and responses to reviews, and reflective statements since hire.
- All student evaluations of teaching for all courses taught.

- A reflective statement of *no more than* 15 pages reflecting on your contributions to teaching, scholarship/creative activity, and service.
- *At least one* item to serve as evidence of your contributions in each of the three categories.
- *Up to 30* items (not including student evaluations) as evidence of your accomplishments that are discussed in the reflective statement.
- Items can only be considered in one level of review for promotion.

Please also refer to your College RTP documents for any additional required items.

The Vita

The complete vita should provide a comprehensive list of all accomplishments, including all classes taught at CSUSM, all publications, and all service contributions. Indicate if you are the lead in your publications.

The Reflective Statement

The reflective statement provides you with an opportunity to explain your educational philosophy, highlight your most important accomplishments at CSUSM, and discuss lessons learned. When writing the reflective statement for your WPAF, you should strive to present a coherent story about your professional development at CSUSM. Faculty Center RTP workshops and the Faculty Center's RTP Handbook provide excellent guides for preparing your reflective statement and documenting your accomplishments.

Why Include Additional Items in the WPAF?

You will provide a complete list of all your accomplishments in the vita. You will discuss your *most important* accomplishments at CSUSM in the reflective statement. Whatever you discuss in the reflective statement is documented in the WPAF with an additional "item." The additional items provide evidence or examples of the accomplishments you discussed in the reflective statement.

Are Student Teaching Evaluations "Items" in the WPAF?

No. All student evaluations of teaching must be included in the WPAF. These *do not* count as "items".

What “Items” Should I Include?

The general rule is that you *must* include at least one item to document each of the major accomplishments that are discussed in the reflective statement. An item in the WPAF may be included in whichever category you see as the best fit. However, a single item may not be inserted in two different categories. Make sure that matters discussed in the narrative are documented with specific evidence. Make sure that all items you include in the WPAF are discussed in the narrative.

Since the WPAF highlights a candidate's work through a select approach, there is no need for items to provide evidence for each particular step in a project and/or change to a course. Identify the materials that most clearly illustrate the full project and/or course development.

Examples of Teaching Items:

- If a particular course is discussed in the reflective statement, you may include as an “item” (e.g., as a single PDF) all class material that you discuss in the reflective statement. For example, if you discuss your course content and pedagogy in a particular class, you may include a syllabus along with materials that illustrate your pedagogy (sample exam, sample assignment, peer evaluation, etc.) as one “item,” but each piece of the “item” should be discussed in the narrative. Please be sure to balance the ability to “bundle” materials into a single item with the guiding philosophy that the WPAF is meant to be a “highlight” rather than a comprehensive presentation of your work. Reviewers are required to read all the materials included in the file, and the potential for your most important items to be missed by reviewers is higher if your items are comprehensive.
- Do not include more than one exam or assignment unless the reflective statement includes a discussion of different assessment techniques.
- Do not include multiple syllabi for the same course unless you are making a point about major changes in the curriculum for that course.
- In those cases where multiple syllabi and other materials are included as one item, candidates are strongly advised to include only those examples that are absolutely necessary. For example, instead of four versions of an assignment, consider if two could illustrate how it changed as a result of your changing teaching approach.

- Remember that evaluators must read all materials in a WPAF. Candidates are encouraged to select materials that are most illustrative; it is possible to sufficiently highlight one's work with fewer materials.

Examples of Scholarship/Creative Activity Items:

- Include evidence of your most important scholarly and creative activities in order to illustrate your major accomplishments. For the scholarly disciplines, such evidence would usually consist of a copy of a publication. For the arts, such evidence would usually be a copy, if possible, of the actual production (such as a digital recording of a play, showing, or musical performance) or if such evidence is not available, a review of the production or some similar evidence. Make sure you directly link the document to the reflective statement, and explain why the selected activity was important (e.g., how this item contributed to the field, etc.).
- If your reflective statement discusses scholarly or creative activities that have been completed but have not yet been published, displayed, or performed, include evidence so that reviewers can assess your progress towards disseminating your work.
 - If an article has been accepted to a journal but not yet published, include a copy of the manuscript and the editor's acceptance letter.
 - If an article has been submitted but not yet reviewed, include a copy of the article manuscript as submitted *and* documentation that it has been received by the journal editor.
 - If you have submitted a grant proposal that has not yet been funded, include a copy of the proposal along with documentation of its status.
- If your Department RTP document provides evidence on standards for items in your field, defer to your Department RTP document.
- If relevant, clearly explain your share in contributing to a jointly authored publication or grant proposal. Identify the lead author or proposer.
- Publications that were submitted in previous levels of review should not be included again. Only include publications that pertain to the current level of review. Remember that even if a publication is not included as an item of evidence, it can still be counted towards fulfillment of research requirements. However, publications counted in one's evaluation for promotion to Associate rank are

not counted in one's evaluation from promotion to Full (or equivalent) rank.

- Where published or completed work is readily available through the library's collections, your reviewers can find and read work listed in the vita. Where published or completed work is not readily available, you may include a copy of the publication in the WPAF or provide a statement in your reflective statement such as "*documentation available on request* (As stated in University RTP Standards I.B.5.e.).

Examples of Service Items:

- Documentation should relate directly to the activities highlighted in the reflective statement.
- Routine service, e.g., advising majors, attending department meetings, is not evidence of one's quality and sustained service contribution.
- When serving on a committee, if you were primarily responsible for the development of a policy or procedure, inclusion of the policy or procedure would constitute an item.
- If you were the chair of an Academic Senate committee, the final report of the committee as evidence of tasks accomplished would constitute an item.
- If you conducted a workshop for a community group, a letter of thanks or a copy of the program would constitute an item.