

**CRITERIA FOR RETENTION, TENURE, AND PROMOTION
IN THE DEPARTMENT OF CLASSICS**

Approved by Provost January 2009

- I. **Documentation.** Candidates will prepare a curriculum vitae and submit supplementary information (publications, external reviews of work, course materials, etc.) for the use of the RTP committee each probationary year. The RTP committee and department chair will be available to provide examples of materials and assistance as needed.
- II. **Teaching Effectiveness**
- A. The primary mission of San Francisco State University is teaching, and the Department of Classics takes that mission very seriously. To be considered for tenure or promotion, regardless of qualifications in other categories, candidates must meet the standard of excellence in teaching that is normally expected of faculty and required by the University, as stated in current Academic Senate policies. Relevant policies on retention, tenure and promotion are available on the Academic Senate and Faculty Affairs websites. The criteria for evaluation of teaching are:
1. Range and breadth of courses. Faculty in the Department of Classics are expected to teach a variety of courses, from undergraduate General Education courses to graduate seminars.
 2. Course materials. Syllabi, bibliographies, reading lists, class projects and assignments, and examinations are used by the RTP committee as evidence of course and class organization, the level at which the course is taught, and the expectation of student learning.
 3. Peer class visitations. "Peer" shall mean any member of the teaching faculty at San Francisco State University or any member of the teaching faculty at any other university, college, or community college. Class visitations by fellow faculty members are vital for assessing the level of the professor's presentation and expectations. These visitations serve as a check on student evaluations, which can be affected by class demands and grades. The chair shall be responsible for notifying all faculty annually that they need to ask at least one colleague to observe at least one class session each academic year. All faculty are encouraged to obtain such peer evaluations from a variety of peer colleagues. The faculty member being observed shall be responsible for inviting the observer, scheduling and preparing for the visit. Following the observation, the observer will, if possible, meet with the faculty member about the strengths of the class session and any concerns s/he may have had about it. The observer will then write a letter summarizing the

observation. The faculty member who has been observed will have all normal rights of rebuttal should that be appropriate.

4. Student evaluations. Probationary and tenured faculty are required to submit evaluation questionnaires to the students in two courses each semester. The RTP committee regards these surveys as important because they provide a large representative sample of student reactions. Scores of below 1.5 on the critical questions of the survey instrument suggest excellent teaching. Consistently high scores suggest a need for department review and consultation with the faculty member.
 5. Signed written comments from students are taken seriously, but because they usually represent a small sample, they are not regarded as highly as classroom surveys.
 6. Advising. Whether officially designated “advisor” or not, all faculty must be effective in advising and willing to confer with students.
- B. Although student evaluation scores are suggestive of the quality of a faculty member’s teaching, the final determination of teaching effectiveness will be based on the RTP committee’s evaluation of all of the above factors.
- C. The RTP committee will arrange with new faculty who are inexperienced in teaching, or with probationary or tenured faculty who are having difficulties in their teaching, for a peer mentor to provide direct assistance.

III. Professional Achievement and Growth

- A. Candidates for tenure or promotion must meet the minimum evaluative standards for Professional Achievement and Growth as stated in current Academic Senate policies.
- B. The usual evidence of Professional Achievement and Growth in the Department of Classics will be:
 1. Books
 2. Articles in refereed journals
 3. Other articles (such as anthologies, chapters of books, articles for popular audiences derived from one’s specialization)
 4. Edited and/or translated works
 5. Archaeological fieldwork
 6. Curriculum development
 7. Unpublished manuscripts that have been reviewed and commented on by appropriate objective experts

8. Oral and written presentations of research to professional meetings and audiences and to the general public
 9. Book reviews
 10. Recognition of professional achievement in other forms, including (but not limited to) honors, appointments, and grants.
- C. Because opportunities for publication and forms of presentation of research vary within the fields of Classics and Classical Archaeology and because the Department of Classics wishes to emphasize quality rather than quantity of work, the Department of Classics will not set a numerical quota of publications and presentations necessary for tenure or promotion. As a general guide, the RTP committee would expect a candidate for tenure or promotion to have published or have had accepted for publication a major manuscript or several shorter works representing significant research and analysis, and to have made several presentations on scholarly topics to professional and/or general audiences.

V. Contributions to Campus and Community

A. Campus Service

1. Candidates for tenure and promotion to Associate Professor should have made demonstrable contributions on departmental committees and, as appropriate, in curriculum development in Classics and/or General Education and/or in departments teaching in related fields.
2. Candidates for promotion to Professor should have made some demonstrable contributions at the College and/or Campus and/or System as well as the Department level.
3. Candidates will be credited for contributions to inter-disciplinary programs, General Education, and the like, as well as for contributions to the Department of Classics itself.

B. Community Service

1. Classicists might apply their professional expertise in the community at large by giving lectures to the general public or community organizations, supplying background information on topical news to the media, responding to requests from the general public and/or corporations for translations and information, contributing expertise to schools and university-schools partnerships, and numerous other community-based endeavors.

2. For classicists, it is likely that some of their opportunities for applying professional expertise to community endeavors will take place in the form of contributions to professional organizations. This might mean chairing or commenting at sessions of professional organizations, helping with local arrangements for professional meetings, and serving on professional committees or as elected officials in professional societies. -Included here as well are editing or serving on the board of scholarly journals and reviewing manuscripts for journals or book publishers.