I. Documentation

Tenure-track faculty will prepare a curriculum vita and submit supplementary information for the RTP committee to review and evaluate each probationary year. Faculty who are candidates for promotion to the rank of Professor will prepare similar documents. The supplementary information should include supporting evidence of the candidate’s teaching, professional development, and campus and community service as listed below (II-V). The Department recognizes that these areas are not always clearly bounded, and we encourage candidates to cross-reference materials in their files as necessary. The RTP committee and department chair will be available to advise the candidate on the file’s contents and organization. Files should be clearly organized and as succinct as possible. Documentation should aim to be sufficient but not voluminous.

GENERAL PROFILE

The primary emphasis of the Department is on teaching effectiveness; good teaching is essential. There is no rigid order of priority between the non-teaching criteria. Faculty members need not exhibit equal achievement in both of the non-teaching criteria. Indeed, to provide for a variety of meritorious activities and flexibility, comprehensiveness, and vigor in the faculty, it is hoped that faculty members will exhibit highly varied profiles of achievement. The Department is an interdisciplinary one. Judgments about what is meritorious within each criterion will vary with differences in disciplines, professional expectations within a discipline, and Departmental, College and University objectives and goals. It is the responsibility of the department retention, tenure, promotions committee to establish clearly the department's expectations for retention, tenure and promotion consistent with the University criteria. The department is also responsible for making clear its requirements for documenting the quality and relevance of the work accomplished. This shall be done in consultation with the candidate at the time of hire and during the first year in rank.

II. Teaching Effectiveness

The Humanities Department considers the primary mission of its faculty to be teaching. To be considered for tenure or promotion, Humanities faculty members must excel in teaching, regardless of their qualifications in other categories. The department does not specify any particular style as uniquely
excellent, but we expect all faculty members to develop a style or styles of teaching appropriate to the needs manifested by the full range of SFSU students’ economic and cultural diversity and their varying levels of academic preparation.

Evidence of teaching effectiveness may include:

- **Range and Breadth of Courses.** Faculty members in the Humanities Department are expected to teach a variety of courses, including large introductory lecture courses, courses designed primarily for non-majors as well as courses for the major, core courses for the Humanities major, moderate-sized upper division lecture/discussion courses, undergraduate seminars and graduate seminars. The Department expects faculty members to teach effectively within and beyond their area of specialized research.

- **Course Materials.** The RTP Committee may consider course syllabi, bibliographies, reading lists, class projects and assignments, examinations, and other instructional materials as evidence of course and class organization, the level at which the course is taught, and the faculty member’s expectations for student learning.

- **Peer Class Visits.** Visits to classes by fellow faculty members are important to a new faculty member’s development as a teacher. Probationary faculty members should schedule at least two visits each year from a full-time Humanities Department faculty member; probationary faculty members are also encouraged to invite colleagues to make additional visits each year. Peer class visits will also be scheduled for tenured faculty seeking promotion. The visitor will write a report of each class visit, assessing the quality of the candidate’s presentation, expectations, and ability to engage students, to be given to the faculty member for placement in the WPAF.

- **Student Evaluations.** Probationary faculty members must schedule student evaluation questionnaires in at least two courses each semester. The department recommends, but does not require, that candidates have all their classes evaluated. Tenured faculty members must have at least two classes evaluated per year. All graduate seminars must be evaluated every semester. The RTP committee particularly values student comments on these evaluations, but numerical scores are also important. Scores of 2.0 or higher suggest a need for improvement. The RTP committee will take into account the course size, academic level, and student population in assessing numerical scores and student comments.
• **Student Letters.** The committee takes signed written comments from students seriously, but because they usually represent a small sample of student opinion, they are not regarded as highly as classroom surveys. The RTP committee particularly values signed and dated letters addressed to the committee or department chair rather than the candidate. The candidate may, however, include the latter sort of student letters in the WPAF if they are signed and substantive, but should not include brief, casual notes of thanks that merely add volume to the file.

• **Curriculum Development.** The Department expects that probationary faculty members will develop new courses or new versions of existing courses, new disciplinary or pedagogical approaches, and new areas of instructional expertise and that all courses will reflect the faculty members’ familiarity with current scholarship in an appropriate field. In addition, a faculty member may contribute to curriculum development through innovations in teaching, including appropriate and effective use of new instructional technologies. Attendance and presentation at professional conferences and workshops devoted to instructional and curricular improvement shall be taken into account.

• **Master’s Theses and/or Culminating Experience Requirements Supervision.** Candidates may demonstrate teaching effectiveness through the supervision of MA theses and Culminating Experience examinations as first, second, or third readers, depending on the relevance of their area of expertise.

• **Independent Study.** Candidates may demonstrate teaching effectiveness in supervising graduate and undergraduate independent study courses.

• **Mentoring of Graduate Teaching Assistants (GTAs).** Successful mentoring of a GTA is evidence of teaching effectiveness.

• **Advising.** Faculty members must be reliably available to students in office hours and knowledgeable about program requirements and academic resources available to students.

For probationary faculty who are inexperienced in teaching and/or who are having difficulties with their teaching, the department will offer assistance. The RTP committee, in consultation with the chair, will provide or recommend appropriate forms of assistance for improvement in this area, both within the department and from the Center for Teaching and Faculty Development.
III. Professional Achievement and Growth

The Humanities Department encourages all faculty to pursue continuing professional growth, both for its own sake and for its enhancement of teaching.

Ours is an interdisciplinary department, and the terminal degrees of our faculty are in many different disciplines that vary widely in terms of opportunities and criteria for publication, forms of presenting one’s scholarship in professional venues, disciplinary conventions and practices, etc. These differences need to be recognized and respected in evaluating a candidate’s scholarly activities. We therefore do not value any specific professional profile as standard or ideal, nor will set a numerical quota for publications. We emphasize quality rather than quantity of work—which is not to say that the extent or intensity of a candidate’s scholarly activity does not matter to us. With respect to productivity, we believe that candidates who have had little or no support for their research and/or unusually heavy teaching or administrative burdens should not be expected to produce scholarly work at the same rate as colleagues who have had more opportunities for research and writing.

Evidence of continuing Professional Achievement and Growth may include, but is not limited to, the following:

- Work that has been published or accepted for publication in the form of scholarly books, journal articles (both peer-reviewed and invited), book chapters, book reviews, encyclopedia entries, articles for popular audiences linked to one’s area of expertise, and textbooks (particularly those that advance understanding of the humanities in important and innovative ways)

- Editing and/or introducing an anthology, a collection of essays, or a special issue of a professional journal

- Being the chief editor of a professional journal [However, tenure and promotion cannot be granted based solely on such professional activity.]

- Translation of significant humanistic texts

- Creative work (such as essays, fiction, or poetry) published in book form, journals and magazines, or peer-edited websites and “zines”

- Contributions to new media such as CDROM publications, an e-book, a “print-on-demand” book in a series, hypertext projects, or electronic archives so long as these endeavors have been vetted or recognized in some way by experts in the field

- Published reviews or citations of a faculty member’s scholarly work
• Unpublished manuscripts that have been reviewed and commented on by appropriate objective experts

• Presentation of research at professional meetings or other scholarly gatherings

• Recognition of professional achievement through awards, fellowships, and appointments

 Normally we would expect candidates for tenure or promotion to Associate Professor to have begun to distinguish themselves professionally and to demonstrate the potential to have a discernible impact on their fields by having produced a laudable body of scholarship—some constellation of, e.g., a substantial peer-reviewed work that has been published or accepted for publication, the whole or a portion of an ambitious manuscript deemed important and worthy of publication by recognized experts in a field, a group of published or accepted shorter works representing significant research and analysis, papers delivered at professional venues.

 Normally we would expect candidates for promotion to the rank of Professor to remain active in their fields and to have produced a body of scholarship that evinces greater expertise and sophistication.

IV. Contributions to Campus and Community

The Humanities Department expects all faculty members to offer service to the campus and community. Such service may involve some crossover from the Teaching category (in program advising, for example) or the Professional Achievement and Growth category (in giving public talks, for example), if the service activity relies on the faculty member’s pedagogical or scholarly expertise. In campus service, the faculty member should demonstrate the ability to work well with colleagues and staff and a willingness to share the burden of administrative tasks.

A. Departmental Service

• Service on departmental committees.

• Taking leadership roles (serving as department chair or acting chair, chairing RTP or other department committees, coordinating the Graduate Program, the American Studies program, etc.).
• Sponsoring student organizations.

• Program Advising.

• Contributing to the Department Website.

B. Campus Service

• Service on College committees.

• Service on the Academic Senate and University committees.

• Contributing to campus interdisciplinary programs such as General Education, Liberal Studies, Women Studies, American Studies, or Special Majors.

• Collaborating with other departments, programs, and administrative units.

• Serving on HRTP Committees for other Departments.

• Serving on MA Culminating Experience Committees (Exam or Thesis) for other Departments.

• Participating in the creation and management of University Area Studies Programs and Minors.

• Organizing and participating in informal faculty organizations.

C. Community Service

• Participating in professional organizations.

• Organizing conferences, workshops, and conference sessions.

• Serving on editorial, organizational, or executive boards.

• Creating and/or helping to maintain a website or other form of internet publishing in one’s field.

• Creating and/or helping to moderate a listserv in one’s field.

• Reading manuscripts for academic journals and presses.
• Evaluating candidates for retention, tenure, and promotion at other institutions.

• Serving as chair, moderator, or respondent to papers on a conference panel.

• Consulting with and serving community colleges, high schools, community organizations, and/or other education-related organizations.

• Consulting with and serving community organizations on subjects related to the faculty member’s field or to the university.

• Contributing to media (newspapers, radio, television).

• Active participation in Community Service Learning Courses or supervising student internships.

• Other outreach activities, including: workshops and talks geared towards community groups, alumni groups or educational institutions.