

Expectations for Faculty

TECHNICAL & PROFESSIONAL WRITING PROGRAM

COLLEGE OF HUMANITIES

SAN FRANCISCO STATE UNIVERSITY

Approved by Provost January 2009

EXPECTATIONS FOR CANDIDATES FOR TENURE AND/OR PROMOTION

Documentation. Candidates prepare a curriculum vitae and submit supplementary information (publications, external reviews of work, course materials, etc.) for the use of the Retention, Tenure, & Promotion Committee each probationary year, as stipulated by University policy. The RTP Committee and Program Director provide assistance and examples of materials, as needed.

Teaching Effectiveness. Because the primary mission of the University is teaching, regardless of qualifications in other categories, candidates must meet the standards for quality teaching that are normally expected of faculty and stipulated by University policy. The Program Director is responsible for arranging for direct assistance with teaching (through peer mentoring or other appropriate means) for any candidates who are inexperienced in teaching or who have difficulties in teaching.

The final determination of teaching effectiveness is based not solely on Teaching Effectiveness Evaluation Forms, but rather on an evaluation of all of the following factors and materials:

Range and breadth of courses. Candidates are expected to teach a variety of courses. These may include, in addition to courses offered by the TPW Program, relevant interdisciplinary courses offered through other University departments or programs.

Course materials. For all courses taught, candidates are expected to provide materials that evidence course and class organization, the level at which the course is taught, and the expectations for student learning. These materials may include syllabi and schedules; bibliographies, lecture notes, and other preparation materials; reading lists; handouts and presentations; descriptions of class activities; assignment descriptions; and examinations.

Class observations. Candidates are expected to have peer faculty observations of their teaching. Peer faculty include any member of the teaching faculty of the University or (for a minority of the observations conducted) any member of the teaching faculty at any other university or college. Class observations by peer faculty are vital for assessing the level teaching. These observations serve as a check on student evaluations, which can be affected by a number of factors unrelated to teaching effectiveness. The Director is responsible for notifying all candidates annually that they need to ask at least one peer colleague to observe at least a significant portion of at least one class session each academic year. All candidates are encouraged to obtain such peer evaluations from a variety of peer colleagues. The faculty member being observed is responsible for inviting the observer, scheduling the observation visit, and preparing for that visit. Following the observation, the observer, if possible, meets with the faculty member about the strengths of the class session and any concerns s/he may have had about it. The observer then writes a letter summarizing the observation. The faculty member who has been observed has all normal rights of rebuttal, should that be appropriate.

Student evaluations of teaching. Candidates are expected to submit Teaching Effectiveness Evaluation Forms to the students in at least two classes each semester. These TEEF scores are important, because they provide an objective measure and are based on a relatively complete sample of student reactions. In general, TEEF scores are most valid when they represent the response of at least 75% of the students in a class. Scores of below 1.5 on the critical questions of the survey instrument suggest excellent teaching; scores of 1.5-1.75 suggest good teaching; scores of 1.75-2.0 suggest adequate teaching; scores above 2.0 suggest a teaching problem. Consistently high scores suggest a need for immediate consultation between the faculty member and the Program Director. TEEF comments also are important, because they provide context for scores and may provide additional pertinent information about teaching. As a final document for consideration regarding student evaluations of teaching, the Program Director provides a summary assessment of TEEF results received each semester, identifying whether a consultation about changes is needed.

Correspondence from students. Although not required, student correspondence about teaching (including complete and unedited emails sent from a valid student account to the candidate, Program Director, RTP Chair, or Dean) is considered. However, because student correspondence does not represent an objective sample of students, such correspondence is granted less weight than TEEF ratings and comments.

Advising. Whether officially designated as an advisor or not, all candidates are expected to be effective in advising and willing to confer with students constructively about course and career options and/or to refer students to a designated advisor, as appropriate. Candidates may provide a self-evaluation of advising. Other documentation about advising activities is considered, including relevant written student comments and written comments from the Program Director, from faculty colleagues, and/or from practitioner/workplace associates who are in a position to be aware of the effectiveness of the candidate's student advising.

Candidates for promotion to Professor also are expected to have held an officially designated student advising role (which could include organizing a career workshop or alumni event) and/or a temporary or longer-term administrative role for the program (for example, as Director or Acting Director).

Professional Achievement and Growth. Candidates are expected to meet minimum standards for Professional Achievement and Growth stated in University policy. Because opportunities for publication and forms of presentation of research vary within the field of technical and professional writing and because the TPW Program wishes to emphasize quality rather than quantity of work, there is no numerical quota for publications and presentations. As a general guide, candidates are expected to publish a major manuscript or several shorter works representing significant research and analysis and also to make several presentations on scholarly topics.

The full scope of activities and materials considered as evidence of Professional Achievement and Growth includes:

Publications

- Authorship of scholarly books
- Authorship of articles published in refereed journals relevant to the field
- Authorship or editing of contributions to scholarly books, anthologies, or bibliographies
- Authorship of textbooks, online coursework, or other published teaching materials
- Authorship of trade books or articles in newsletters, proceedings, practitioner publications, etc.
- Authorship of book, technology, or tool reviews and/or relevant industry white papers or reports
- Authorship or editing of workplace publications, including documentation, websites, marketing, etc.

Curriculum development

- Development of new course offerings or programs (for GE, TPW, or interdisciplinary fields)
- Contributions to revisions of TPW Program degree or certificate requirements

Research and workplace experience

- Documented contracting and/or employment experience that contributes to relevant disciplinary knowledge and skills
- Proposals, presentations, records, and assessments relevant to external communication consulting
- Fieldwork notes and other unpublished scholarship, reviewed and commented on by objective experts

Presentations of research or scholarship

Other recognitions of professional achievement

- Honors and appointments
- Awards and grants

Candidates for promotion to Professor also are expected to document significant workplace experience; to evidence scholarship with interdisciplinary breadth (which might be done through publications or through activities, such as research collaborations or developing appropriate advanced technology skills); and/or to establish a reputation as a recognized authority in an important subject area within the field of technical and professional writing.

Contributions to Campus and Community

Campus Service. Candidates for tenure and/or promotion to Associate Professor are expected to make demonstrable contributions to TPW Program administration, fundraising, or other projects (including playing a role in shaping or promoting the program's self-definition, mission, public profile, or academic structure) and/or to one or more College committees. For these candidates, contributions at the University-level or at the California State University system-level would be recognized, but are not required.

Candidates for promotion to Professor also are expected to have made demonstrable contributions at the University-level and/or at the CSU system-level.

Community Service. Candidates are expected to evidence some commitment to community service that applies their professional expertise, either in the community at large or to the benefit of relevant professional associations.

Applications of professional expertise in the community at large may include giving lectures to the general public or community organizations; supplying background information on topical news to media outlets; responding to requests for information from the general public, corporations, government agencies, or other organizations; contributing expertise to schools and university-school partnerships; volunteering writing, editing, or production skills for the benefit of community non-profit organizations or government agencies; and playing a role in other community-based endeavors that draw on relevant expertise. (Note: There may be some crossover between such community service activities and those reflecting Professional Achievement and Growth, if and when community service activities or roles focus upon and develop a high level of research and scholarly expertise.)

Applications of professional expertise to benefit professional organizations may apply both to professional organizations oriented primarily towards academics in the field and also to those oriented more towards practitioners. Such service might include chairing or commenting at sessions of

professional conferences, helping with local arrangements for professional meetings, or serving on professional committees or as elected officials in professional societies. (Note: Again, there may be some crossover between such community service activities and those reflecting Professional Achievement and Growth, if and when community service activities or roles involve direct editorial work or confer significant honor for past professional achievement.)

Candidates for promotion to Professor also are expected to demonstrate a significant leadership role (such as officer, executive committee, or board member service) in a relevant professional organization and/or to document a substantial network of informed contacts in the practitioner community.

EXPECTATIONS FOR LECTURER FACULTY

Documentation. Lecturer faculty who seek continued employment after an initial teaching appointment are expected to prepare an updated application for subsequent appointment each year, as stipulated by University policy, and to submit any requested class materials for review by the Program Director.

Teaching Effectiveness. Lecturer faculty are hired with the assignment of teaching only and so are reviewed primarily on the basis of Teaching Effectiveness. The expectations for lecturer faculty are the same as described above for candidates for tenure and promotion, with these exceptions:

- No expectation for range and breadth in course(s) taught
- TEEFs for two classes annually (unless fewer are taught)
- Class observations for a significant portion of one class taught each semester (excluding summer)
- Class observations by Program Director or by TPW tenured/tenure-track faculty nominated by Director

Other Considerations. Lecturer faculty who wish to do so can provide to the Program Director evidence of currency in the field and proper discharge of other assignments, for review as secondary considerations. However, no lecturer faculty member is required to submit materials related to any expectation other than Teaching Effectiveness.

EXPECTATIONS FOR TENURED FACULTY

Documentation. Tenured faculty are expected to prepare a curriculum vitae and submit a self-study (including relevant supplementary information, if desired) for the use of the RTP Committee every five years, as stipulated by University policy regarding post-tenure review. The RTP Committee and Program Director provide assistance and examples of materials, as needed.

Teaching Effectiveness. Tenured faculty are reviewed primarily on the basis of Teaching Effectiveness. The expectations for tenured faculty are the same as described above for candidates for tenure and promotion, with these exceptions:

- TEEFs for two classes taught annually
- Class observations for one class taught in post-tenure review period (or more frequently, if and as recommended in post-tenure review)

Other Considerations. In accordance with University post-tenure review policy, tenured faculty also are reviewed for Professional Achievement and Growth and Service to Campus and Community. Tenured faculty are expected to demonstrate some commitment to activity in one or more of the areas described above in the discussion of expectations for tenure and promotion candidates. The post-tenure review may make recommendations for increasing professional development and/or service, as appropriate.