San Francisco State University’s “Retention, Tenure, and Promotion Policy,” as found in the Revised Academic Senate Policy (S07-241) states, “It is the responsibility of the department to establish clearly the department’s expectations for retention, tenure, and promotion consistent with the University criteria.” This document reflects the department’s effort to conform to this mandate, and it should be considered a supplement to and not a replacement for Revised Academic Senate Policy S07-241.

I. Documentation

- **Materials.** Candidates will prepare a curriculum vitae and submit select supplementary information for the use of the department RTP Committee in years 2, 4, and 6, and for subsequent promotion reviews. The Department or the candidate can request (usually at the end of year 2 or 4) a comprehensive review in years 3 and 5. The supplementary information should include evidence of the candidate’s professional education, teaching effectiveness, professional achievement and growth, and campus and community service, as listed in Sections II to IV.

- **Curriculum Vitae.** Following Revised Academic Senate Policy F07-241, candidates are encouraged to use the curriculum vitae format located on the Faculty Affairs and Professional Development website.

- **Size Limit.** Following Revised Academic Senate Policy F07-241, it is recommended that supplementary materials representing the candidate’s accomplishments in teaching effectiveness, professional achievement and growth, and contributions to campus and community consist of no more than three 3-inch binders. If necessary, teaching evaluations can be filed in a supplemental binder.

- **Self Statements.** Following Revised Academic Senate Policy F07-241, “Candidate are encouraged to provide a self-statement of teaching effectiveness, professional achievement and growth, contributions to campus and community that provides an introduction to the candidate’s accomplishments. The goal of the self-statement is to provide a introduction to the candidate’s materials within each area for subsequent levels of review. It should provide a context for understanding the candidate’s accomplishments within each area. It is recommended that the statement for each area (effectiveness in teaching, professional achievement and growth, and contributions to campus and community) not exceed 750 words.” The Women Studies Department recommends that candidates review examples of self-statements produced by other faculty who have undergone review.
• **Prior Retention Documentation.** Candidates should include retention letters from previous cycles of review in their WPAF.

• The Women Studies RTP Committee and the Department Chair will be available to provide assistance as needed with the compilation of the candidate’s curriculum vitae, self-statements, and supplementary materials. The department strongly suggests that candidates meet annually with the WOMS RTP Committee and/or department chair. The department chair will help schedule a meeting between the candidate and the WOMS RTP Committee in the spring semester of the candidate’s 3rd and 5th year.

II. Teaching Effectiveness

The primary mission of San Francisco State University is teaching. According to the Academic Senate guidelines for Tenure, Retention, and Promotion (S07-241), “For teaching faculty, excellence in teaching is required… To merit tenure and/or promotion all candidates must meet the standard of excellence normally expected of faculty and required by the University. Effective teaching is exhibited in the classroom, research laboratory, or in the community. It is demonstrated when faculty join with students to develop knowledge and skills through classroom experiences, scholarly research, creative activities, and community service.”

Following in this tradition, the Department of Women Studies takes teaching effectiveness very seriously. Staying up to date in one’s field, revising course content, and continuous improvement of the teaching and learning process is expected of all faculty in the department. To be considered for retention, tenure or promotion, regardless of qualifications in other categories, candidates must meet the standards of excellence in teaching.

The following are expected activities and modes of assessment for teaching effectiveness:

• **Range and breadth of courses.** Faculty in the Women Studies Department are expected to teach a variety of courses, from lower-division undergraduate and General Education courses to upper-division Women Studies courses, department lecture series, and graduate-level courses.

• **Course materials.** Syllabi and relevant documents (selected bibliographies, reading lists, class assignments, assessment activities/materials, and examinations) are used by the Department RTP committee as evidence of course organization, course level, and the expectations the faculty member sets for student learning. Please include only the most recent syllabi and relevant documents for courses taught repeatedly. Unusual or exceptionally innovative course materials may be submitted for consideration if they go beyond the usual expected effort of faculty.
• **Peer class evaluations.** Classroom observations by fellow faculty members are vital for assessing the level of the faculty member’s expectations, style of classroom presentation, and method of engagement with students. These visits serve as a check on student evaluations, which can be affected by class demands and grades. Probationary faculty members are encouraged to obtain peer evaluations from a variety of peer colleagues, including at least two observations a year, one from the chair of the department and one from a RTP committee member or designee. A written report is normally submitted to the probationary faculty member within a month of the classroom observation.

• **Student evaluations.** Probationary faculty members are required to submit evaluation questionnaires (both quantitative and qualitative) to students in all courses each semester. The department RTP committee regards these surveys as important because they provide a large representative sample of student reactions. Though it is primarily the responsibility of the RTP committee to analyze student evaluations, probationary faculty may address the evaluations in their teaching narratives as they see fit.

  The Women Studies Department values and prioritizes qualitative evaluations. However, the department also conducts quantitative evaluations, which use a scale of 1 to 5, with 1 as the best score. A score numerically above 2.0 in any course suggests a need for improvement. An overall average for all Women Studies courses offered in a given semester will be calculated, and the RTP committee will compare the probationary faculty member’s individual scores against the departmental average for each semester. The RTP committee will also consider overall quantitative averages for all courses taught by individual probationary faculty members while at SFSU: in interpreting quantitative averages, the committee will consider the size and nature of the courses involved, course objectives, and qualitative evaluations.

• **Student letters.** Signed written comments from students are taken seriously by the RTP committee, but they are not regarded as highly as classroom surveys. In this category, the RTP committee accepts only signed and dated letters addressed to the RTP Committee or Department Chair, and it will not review end-of-semester “thank you” cards, emails, and other such ephemera from students.

• **Supervision of MA Thesis and/or Culminating Experiences.** Supervising MA thesis or culminating experience projects as a first or second reader are an important aspect of every Women Studies faculty member’s contribution to departmental teaching.

• **Advising.** Whether officially designated as the departments’ undergraduate or graduate advisor, probationary faculty must be willing to confer with students and familiarize themselves with department and university requirements in order to be effective in advising students.
III. Professional Achievement and Growth

According to the Academic Senate guidelines for Tenure, Retention, and Promotion, candidates for tenure and promotion must “meet the standard of excellence normally expected of faculty and required by the University” (S07-241). The Women Studies Department expects that all probationary faculty will be actively engaged in the production of an original body of scholarly work that establishes them as a researcher within the field of women/gender studies generally, and within their own subfield or area of scholarly interest specifically.

By the end of the probationary period, the Department expects the production of a body of work that has been published or accepted for publication by peer-reviewed scholarly journals or presses. This work should reflect the candidate’s research and engagements with questions central to the fields of women/gender studies. This body of work should represent significant research and analysis and would typically be expected to entail the production of a monograph or a series of peer-reviewed scholarly articles, usually linked by a common area of research, method, or line of inquiry. Such publications will also usually be the result of and/or in dialogue with non-peer reviewed publications, presentations, and other achievements.

The recommendation for promotion to Professor should be based on a record of achievement that establishes the probability that the candidate will continue performing at an increasing level of sophistication or with an increasing display of professional recognition at the rank of Professor.

The candidate’s entire body of research and scholarly work should reflect her/his contribution to the interdisciplinary field of women/gender studies. However, because women/gender studies is an interdisciplinary field of knowledge production, and because many scholars in women/gender studies come to the field from disciplinary training as well, each candidate’s publications and professional activities in her/his respective discipline are also valued.

The Department recommends that the candidate’s professional achievements be assessed by reputable scholars in your field, and that these outside letters be included as part of the WPAF. Letters from editors of journals/presses to which the candidate has sent materials for review can also contribute to an assessment of the work. Candidates should consult with the department chair on the timeline and process for soliciting such letters.

The Department recognizes the significant teaching and service responsibilities of our faculty, and thus encourages its members to apply for grants and funding and to incorporate research/scholarly interests into teaching and service in order to maximize time for research and scholarly work.

The evidence of Professional Achievement and Growth in the Women Studies Department can be drawn from the following:
A. Publications

1. Peer-Reviewed
   - Book(s) – published or accepted for publication by a scholarly or peer-reviewed press. (This includes textbooks, particularly those that advance the field of women/gender studies in important and innovative ways.)
   - Articles in refereed journals
   - Chapters in peer-reviewed anthologies published by a scholarly press
   - Collaborative (co-authored) books and articles are considered significant publications, especially given the value that the discipline of women/gender studies places on collaboration
   - Editing (or co-editing) volumes, special issues of journals and books.
   - Scholarly works published in languages other than English (translation of the work or its abstract in the WPAF file is useful)

2. Non-Peer Reviewed
   - Other articles (such as contributions to anthologies, chapters in books, conference proceedings, articles for popular audiences derived from one’s area of specialization)
   - Unpublished manuscripts that have been reviewed and commented upon by outside reviewers
   - Translations, introductions, responses to works of other scholars in one’s area of specialization
   - Review essays, book reviews, encyclopedia entries
   - Publications directly related to pedagogy and teaching (e.g., instructional manuals)
   - Publications of scholarly work in new media including:
     - The creation and/or maintenance of a website or other form of internet publishing in one’s field
     - Creation and/or moderation of a listserv, wiki, hypertext, CD-ROM or similar media in one’s field
     - E-books, “print on demand” books, or similar products

B. Presentations (oral, written, and/or visual)
   - Invited presentations of research at other universities and professional meetings (i.e., conferences)
   - Presentations of research at juried conferences
   - Presentations of research at international, national, regional and local conferences and campus events.
   - Participation in collaborative events at professional meetings such as dialogs, “roundtables,” and seminars.
   - Responses at conference sessions
   - Moderating or chairing conference sessions

C. Other Achievements
• Grants, stipends, and other competitively awarded research funding
• Substantial field research, whether individual or collaborative
• Recognition of professional achievements in the form of awards and honors
• Review of published work in professional journals or other relevant venues
• Films, videos, DVDs, and similar media

IV. Contributions to Campus and Community

The Department of Women Studies expects all candidates for retention, tenure and promotion to offer service to the campus and community. This service may overlap with activities described under Teaching Effectiveness (in program advising) or Professional Achievement and Growth (in public talks, for example). For tenure-track faculty, the primary emphasis will be placed on the candidate’s active participation and involvement in service to the department, but with time the department’s expectations will grow inclusive of service to the College or larger campus community. Service to the department should contribute to the department’s larger mission and goals, but when assessing all types of service to campus and community the RTP Committee will take “collegiality” into account. Collegiality is defined as the candidate’s record of building cooperative working relationships with other members of the faculty, with university staff, and/or with personnel in community and professional organizations.

For promotion to Professor, it is expected that the candidate’s contribution to campus and community include significant service to the department but also areas of service beyond the department, as outlined below.

Significant contributions to campus and community should be documented in the candidate’s WPAF. Examples of documentation include letters from committee chairs documenting a candidate’s service, event programs identifying participation, consulting contracts outlining the scope of work performed, letters/emails from professional organizations and/or journals documenting contributions, etc.

A. Campus Service

Since Women Studies is a relatively small but growing department, candidates will be credited the most for their contributions to the Women Studies department. The following are types of service to be assessed by the department’s RTP Committee:

1. Service to Women Studies Department

• Active participation on departmental committees
• Special advising roles (GE, undergraduate advisor, graduate advisor, etc.)
• Special assignments for program development (grant writing, assessment, etc.)
• Facilitating extracurricular events
• Supervising and/or mentoring undergraduate or graduate teaching assistants or research assistants
• Mentoring junior colleagues
• Taking leadership roles (chairing committees, coordinating lecture series, etc.)

2. Service to College and/or University

• Service on College of Humanities committees
• Service on university-wide committees
• Interdisciplinary program development or involvement
• Sponsoring or mentoring student organizations
• Planning and/or participating in on-campus events (e.g., Women’s History Month)

B. Community Service

The Women Studies Department values service to the university’s wider communities. Such work may include service to the profession or to municipal, local, state, national, and/or transnational organizations and communities. The department recognizes that service takes a range of forms and occurs at various sites both inside and outside the academy, and may be documented differently. Faculty should judiciously select service commitments. The department has a commitment to challenging the theory-practice divide, and thus we encourage faculty to forge connections among teaching, research, and service. Tenure-track faculty are encouraged to seek out service opportunities that meaningfully connect their research and teaching interests to communities beyond SFSU.

Evidence of community service may drawn from, but is not limited to, the following:

• Organizing community workshops or events
• Contributing to media (newspapers, radio, TV, computer blogging, etc.)
• Consulting with and/or serving community colleges, high schools, or other education-related organizations
• Consulting with or serving other community organizations
• Serving on editorial, organizational or executive boards
• Participating in professional associations
• Reading manuscripts for academic journals and presses
• Cross-campus scholarly collaborations
• Taking a leadership role in professional organizations
• Serving on editorial boards for academic journals
• Serving as an external reviewer for departments on other campuses