

English Department Lecturer Teaching Effectiveness Guidelines

The primary mission of San Francisco State University is teaching. The Department of English takes this mission very seriously, and expects all Lecturers to meet a standard of excellence in teaching (effective instruction, high academic and pedagogical standards, providing guidance for students and motivating them).

Evidence of teaching effectiveness may include, but is not limited to, a record of satisfactory student evaluations, successful teaching of a range of courses within a program, revising materials and courses, innovations in pedagogy, and ongoing engagement in the Department and profession – including taking advantage of professional development opportunities.

I. Documentation

Lecturers are charged with maintaining and updating, on a yearly basis, a WPAF (working personal action file), which documents their qualifications for their appointment and provides evidence of their teaching effectiveness. The WPAF should include the Lecturer's current c.v., and all teaching evaluations for the period under review (typically the prior two semesters; in the case of an upcoming three year contract, the prior six semesters); it may also include current syllabi, relevant teaching materials, evidence of curricular revisions or innovations, the Lecturer's self-statement/reflection on teaching, and any other relevant documentation, as well as an index of all materials. Administrative evaluations and classroom observation reports will be added to WPAFs as they are submitted by the Lecturer Hiring, Appointment and Evaluation Committee (LHAEC) or appropriate Administrator (Director of Composition, Program Coordinator, etc.). The Department of English will provide a calendar with deadlines for submission of WPAFs.

II. Teaching Effectiveness

Evidence of effective teaching includes all of the following:

- Course Materials. Syllabi, class assignments, and other teaching materials may serve as evidence of course and class organization, the level at which the course is taught, and the expectations the faculty member sets for student learning. Criteria for effective course materials include: alignment with departmental and University policies, up to date in terms of the field and pedagogy, and appropriate to the course's student learning outcomes.
- Classroom Visits. Visits by fellow faculty members and members of the Lecturer Hiring, Appointment and Evaluation Committee (LHAEC) are important for assessing teaching effectiveness. Lecturers will receive official classroom observations as detailed by the CBA and departmental procedures and as outlined on the departmental calendar of deadlines. Lecturers are encouraged to invite colleagues of their choice to make additional visits to sustain their growth as educators.
- Student Evaluations. Lecturers are required to include the prior two semesters of teaching evaluations for all courses in their WPAF or, for Lecturers in the year before receiving a renewed three-year contract, the prior six semesters; Lecturers

receiving a new three-year contract must include evaluations for the entire qualifying period (six years). Per the CBA, results for all classes taught must be included. The LHAEC regards the survey results and the accompanying unsigned written comments as important because they provide a sample of student reactions. A pattern of scores above the departmental/program mean or the mean for similar courses, or a pattern in student comments, may suggest a need for improvement. How often the faculty member has taught the course, the size of the class, and whether the class is a General Education component, a major requirement, or an elective will be taken into account. Additionally, and without wishing to impose a policy concerning grading, the department supports faculty in assigning an appropriate range of grades and resisting grade inflation.

- Advising and Mentoring. Lecturers must be effective in advising and willing to confer with students, particularly during regular and consistent office hours (physical or virtual). Documentation might include student comments about Lecturers' availability on student evaluations.

Although not required, additional evidence of effective teaching may also include:

- Curriculum Development. Because teaching evolves, the department expects that courses will integrate the past and present, whether in material assigned or in intellectual and instructional approaches. Designing new assignments or courses, or taking new approaches within the classroom, enables the faculty member, and therefore the department as well, to keep abreast of significant changes and practices in the field. In addition, a faculty member could contribute to curriculum development through designing innovative pedagogies and/or applications of instructional technologies. Documentation of curriculum development might include course materials and the Lecturer's self-statement.
- Professional development, as it pertains to teaching. Professional development opportunities which enhance teaching are valued. Evidence should include the Lecturer's self-statement describing the relationship between development activities and the impact on classroom teaching. Teaching-related professional development might include attendance at brown bags, lectures, seminars, conferences and workshops – including workshops hosted by Academic Technology or SF State, in addition to state or national events.
- Service to the department, program, or profession. Although not required, the Department recognizes the service Lecturers often provide. Examples might include serving on departmental, university, or statewide committees; organizing intellectual events which benefit SFSU students and the larger community; conducting classroom observations/mentoring colleagues, publishing work that benefits the scholarly community, etc. Service may also be recognized for teaching a range of courses across a program.

For Lecturers who are inexperienced in teaching or who are having difficulties with their teaching, the LHAEC committee, in consultation with the Faculty Mentoring and Support Committee and the Chair, will appoint a mentor to provide assistance.