Department of Liberal Studies
School of Humanities and Liberal Studies
College of Liberal and Creative Arts

Seventh Cycle Program Review – Self Study Report

December 2018

The enclosed self-study report was submitted for external review on December 13, 2017 and sent to external reviewers on March 19, 2018
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SECTION ONE: EXECUTIVE SUMMARY

The Liberal Studies faculty has undertaken this self-study in the midst of a transition that has already engaged us in significant reflection on the goals, successes, and challenges of the Liberal Studies Program. In this Self-Study, we will attempt to clearly lay out where we have been, where we are now, and where we hope to be as a result of this reflection.

In Spring 2015, in response to pressure from the Interim Dean of the College of Liberal and Creative Arts, the Liberal Studies program merged with the Humanities department, becoming what is now called the School of Humanities and Liberal Studies (HUMLS). The School offers three majors (Humanities, Liberal Studies, American Studies), four minors (Humanities, American Studies, California Studies and Comics Studies), and one MA program (Humanities).

Liberal Studies ("LS" from now on) had become an independent program only eight years prior, in 2007, when the Dean of Undergraduate Studies hired five tenure-line Liberal Studies faculty, prompted by the program’s need to develop newly-required GWAR and capstone courses for the major. Prior to that moment, the LS program had existed for 35 years as a multi-disciplinary program with an all-university faculty council responsible for overseeing curriculum drawn from departments and programs across campus. The Liberal Studies Council was disbanded in 2012 after the LS faculty took over the responsibilities of creating, reviewing, updating, and revising the LS curriculum.

While we have thus far kept the School’s degree programs distinct, the merge was in part precipitated by the prospect of creating a broader and more integrated core curriculum that would better bring interdisciplinary approaches to bear on 21st century concerns, problems, and possibilities than the degree programs would as currently configured. In the two years since the merge, the existing faculty have begun to create new classes for the School. We have hired two assistant professors who do cutting-edge interdisciplinary work, and have begun to create new courses generated by their areas of specialization (comics/visual studies, philosophy of science/critical animal studies). These hires were in fields that we felt would fill in gaps in our current curriculum, and would revitalize both our LS and Humanities programs.

As one of two majors on campus that offer subject matter preparation to students who plan to pursue multiple subjects teaching credentials (the other being Child and Adolescent Development), Liberal Studies is currently developing programs that involve the LS major in response to two new CSU and CTCC initiatives:

1) We are in the final stages of developing an 84-unit program that will satisfy California’s “Elementary Subject Matter Requirements” (ESMR) for K-6 teaching
credentials in lieu of the CSET exam. In order for our majors to complete this program in a timely fashion, we have been working to develop a program that significantly overlaps with GE and with the LS major. We will discuss this program below. The draft currently under review with the California Commission on Teacher Credentials (CCTC) is found in the Appendix.

2) We are also developing, in partnership with the College of Education, an Integrated Teacher Education Program (ITEP) that will allow students to earn a Liberal Studies degree and elementary school teaching credential in four years, along with the ESMR program described above. This will require that we develop a rigorous and separate ITEP concentration of the LS major.

The need to develop and refine these LS teacher preparation paths (ESMR and ITEP) requires us to rethink the relationship between teacher preparation and general interdisciplinary studies in our LS curriculum.

In short, the LS faculty and larger faculty of HUMLS have many balls in the air at this moment, and have been working very hard over the last years to adapt to the new circumstances of our new institutional configurations. For the most part, we have found ourselves invigorated by the opportunities and challenges these changes have introduced. We are eager to seize this moment to refashion our LS program so that it better reflects and incorporates the strengths of our faculty and better serves our many students, a majority of whom are under-represented minorities and/or intend to become the future school teachers of California.

SECTION TWO: OVERVIEW OF THE PROGRAM

Since its founding in 1972, the Liberal Studies program at SF State has remained committed to serving both credential-bound students, who require elementary school subject matter preparation aligned with the California Standards, and students with diverse career goals who seek a multi-disciplinary liberal arts education. The decision to serve both pre-credential and general studies student populations came from a strong and long-standing conviction on our campus that future teachers not be segregated in their liberal arts education from students pursuing other careers. Furthermore, the LS faculty believe the door to becoming a teacher should remain porous so that students who start off as LS majors for whatever reasons can become aware of teaching as a career possibility.

Currently, all of LS majors complete the same 31-unit core curriculum, structured according to the domains of California’s subject matter standards for elementary school teachers, and 15 units of emphasis beyond the core. Framed by introductory and senior seminars that introduce and develop integrative and interdisciplinary methods, the core curriculum is taught by our own faculty as well as faculty in other departments. It includes courses in literature, communication studies, the life and physical sciences, behavioral and social sciences, the creative arts, and humanities.
Of the current group of our roughly 600 LS majors, around half choose to complete the “teacher preparation” advising path. This path includes certain recommended courses in the core as well as 15 units of emphasis courses that focus specifically on subject matter for future teachers. Our other, non-teacher preparation, majors choose to complete these additional 15 units in a number of ways: completing one of our prescribed “emphasis patterns” or completing a minor or certificate program.

While we will describe our new and developing curriculum in detail below, we would like here to offer a brief outline of the direction we have begun to develop that would address the challenges and opportunities presented by our merge with Humanities and the new teacher preparation programs coming down the pike.

We have two main goals for our revised curriculum:

1) We want to reduce the number of core courses (24 units instead of the current 31) and add more courses beyond the core (21-24 units instead of the current 15) so that we can offer more robust concentrations in teacher preparation and interdisciplinary studies. This will mean moving some of the current core courses, particularly those in single disciplines required for teaching credentials -- Biology, Earth Science, and Literature -- out of the shared core and into the teacher preparation concentration.

2) We want the core curriculum to be principally housed within the School of Humanities and Liberal Studies, so that we can create a truly integrated and coherent experience for our majors, and better utilize the talents and expertise of our Humanities and Liberal Studies faculty. We envision this core curriculum to be entirely interdisciplinary and to offer our students innovative pedagogies, methods and topics that would be useful and significant in a wide range of contexts.

Finally, we want to underscore a role that LS has played on our campus but that we are not sure has been fully acknowledged outside our school, and that should be kept in mind as we revise our curricular structure and think about the resource needs of LS. For quite some time, LS has been a popular destination for students interested in pursuing a broad liberal arts education as well as those wanting to become teachers. Yet we seem increasingly to have become a destination for students who cannot get into their first choice of major because of impaction as well as students who change majors late in their undergraduate careers. Because LS majors can ‘double count’ core courses with all of their upper division general education requirements, and can often count coursework they have already begun in other majors toward their emphasis, university advisors have come to view LS as a solution for displaced students. Our indicators suggest that these students are largely successful, in the end, with LS, and have relatively high graduation rates. While LS thus plays a critical campus-wide role in retaining students who might otherwise drop out or fall through the cracks, we believe this role is unsustainable without additional resources. These students typically require more intensive
advising than those who enter the major earlier, and put palpable pressure on our already overburdened advising system.

SECTION THREE: PROGRAM INDICATORS

3.1 Program Planning

Previously Program Review/LS Memorandum of Understanding

With the various administrative changes over the last 10 years—as LS moved from Undergraduate Studies to the College of Liberal and Creative Arts, and more recently from being an independent program to being part of the School of HUM & LS—it seems that no one on campus can locate the 5th-cycle program review. It is quite possible that the LS program didn’t conduct a 5th-cycle review, as this would have fallen right around the time when the LS faculty were first hired. We can, however, offer the Memorandum of Understanding, written in response to a 9 March 2006 request from the chair of the Liberal Studies Council to hire tenure-track faculty members in Liberal Studies, supported on 13 March 2006 by the acting Dean of Undergraduate Studies. This document outlines a vision of the LS program that was articulated 11 years ago and jointly approved by the Liberal Studies Council, the Undergraduate Dean, and the Provost:

1. The program will be permitted to hire two Liberal Studies tenure-track faculty for the 2007-2008 academic year and two additional tenure-track faculty for the 2008-2009 academic year; the faculty, together with the Liberal Studies Council and the dean of undergraduate studies, will be responsible for the implementation of items “3” through “8” below, beginning in Fall 2007. [NOTE: the program ended up hiring five TT faculty in 2007-2008, rather than four.]

2. The Liberal Studies Council, working with the dean of undergraduate studies and in consultation with the Academic Senate Executive Committee, will define a faculty electorate to vote on a hiring committee for the faculty hires; faculty HRTP processes will be conducted in accordance with Academic Senate policy and the Collective Bargaining Agreement.

3. The Liberal Studies curriculum will be redesigned to meet clearly defined and measurable program learning objectives and revised to include relevant courses from the various colleges of the university and appropriate intensive writing courses and capstone courses bearing a Liberal Studies prefix.

4. The revised curriculum will result from extensive interaction and consultation with relevant colleges and university committees and councils.

5. The revised curriculum will include a plan for the assessment of student learning outcomes flowing from the learning objectives and including direct measures of authentic student learning at the programmatic level.
6. A mandatory advising plan will be developed and put in place to provide students with high quality advising and enable them to progress toward graduation in a timely fashion.

7. A “roadmap” will be developed and widely disseminated to provide students with alternative curricular paths to graduation.

8. The structure, organization, and responsibilities of the Liberal Studies Council will be reformulated to include, among other things, its role in curriculum development and approval and in the assessment of student learning.

9. The program as redefined, together with its constituent tenure-track faculty, will report to the dean of undergraduate studies. All University policies regarding program/department governance shall apply; provision for the new faculty members’ participation in University governance shall be arranged between Academic Affairs and the Academic Senate.

**Liberal Studies Program Learning Outcomes: 2009 – present**

As mandated in the above MOU, the newly hired LS faculty (including Tanya Augsburg, Logan Hennessy, Acacio de Barros, and two others who have since left the program) developed a new set of program learning outcomes in 2009 that have guided program assessment until the more recent revisions. These original PLOs became the guidelines for the SLOs in LS 300 and LS 690, the introduction and capstone courses for the LS major.

**Liberal Studies PLOs (2/25/09)**

Upon completion of the Liberal Studies curriculum, students will be able to:

- reflect critically on their education and their program of study;

- recognize scholarship on which practice and knowledge in a discipline are based;

- write critical and/or argument-based papers that can distinguish between different disciplinary methods and perspectives and potentially integrate them;

- identify and utilize modes of inquiry within their major field or discipline and be able to compare and contrast these modes with those in other disciplines and fields;

- analyze a complex issue, theme or problem by applying multiple perspectives, theories, concepts and modes of inquiry;
articulate the rationale for their areas of emphasis and discover ways that their expertise might enhance other modes of inquiry; and

integrate the various disciplinary perspectives acquired into a coherent and meaningful synthesis.

In 2009-10, the LS faculty began to assess their program using data from LS 690 Senior Seminar. During this time, LS faculty member Tanya Augsburg received a grant to produce two Association of American Colleges & Universities rubrics (Written Communication and Integrative Thinking) for assessing interdisciplinary programs, which helped the LS faculty refine the program's learning outcomes. Using data from assessments of the pilot LS 300 courses offered Fall 2008, the LS faculty helped develop the AAC&U rubrics while revising the LS 300 core assignment expectations. The faculty also developed new sets of SLOs for both the gateway course (LS 300) and the capstone (LS 690).

**Liberal Studies Course Objectives: gateway and capstone**

**LS 300 Perspectives on Liberal Studies (updated 3.17.10)**

1. To begin to recognize, identify, and develop integrative approaches to the study of complex issues and problems (Disciplinary worksheet)
2. To reflect critically on one’s educational and intellectual history. (Intellectual Autobiography)
3. To plan one’s interdisciplinary course of study in the Liberal Studies major (Plan of study)
4. To read and evaluate a variety of academic, creative, professional, and popular sources
5. To craft well-written papers that frame questions, make claims, and support assertions
6. To understand the distinctions and connections between the Liberal Studies core areas and academic disciplines
7. To begin setting up and using an electronic portfolio as a tool for collecting, presenting, and reflecting on one’s Liberal Studies education.

**LS 690 Senior Seminar (updated 4.21.10)**

1. To recognize, identify, and develop integrative approaches to the study of complex issues and problems (disciplinary worksheet)
2. To reflect on one’s interdisciplinary education and experience in the Liberal Studies program.
3. To create a substantive piece of interdisciplinary work that draws upon a number of academic sources.
4. To update, complete, and present an electronic portfolio demonstrating integrative thinking, learning, and reflection in the Core areas of study, the emphasis pattern, and the capstone project
5. To articulate one’s career and life goal and to practice constructing a CV or resume.
**Program Assessment**

The Liberal Studies curriculum committee consists of all T/TT faculty teaching LS-prefix courses in the School of Humanities and Liberal Studies. The committee meets at least twice a semester, and more as needed. It is tasked with program assessment, the review of course proposals, and developing/reviewing proposals for program revision. While LS lecturers do not have any formal role in curriculum assessment or planning, their feedback and ideas are regularly solicited and heeded in our discussion, particularly for LS 300, which is increasingly taught by lecturers.

Between 2009/10 and the merge with Humanities in 2015, LS faculty completed only informal assessments of the LS program. In addition to the assessments of student writing in LS 300 conducted as part of the AAC&U grant in 2009, the faculty also assessed writing for the LS 690 culminating assignment in 2011. More recently, faculty have regularly discussed during faculty meetings the degree to which students in LS 690 demonstrate the five core abilities outlined in these course objectives. At a faculty retreat in Fall 2016, the LS faculty created a new “mission statement” as the first step in a new university assessment program. This mission statement articulates program goals more precisely, in more accessible language, and with more emphasis on the value of integrative, cross- and inter-disciplinary thinking for LS students.

**Liberal Studies Mission Statement (September 2016)**

Students in the Liberal Studies program will emerge with knowledge and skills to negotiate complex spaces and situations in an increasingly globalizing world. Our students:

- learn to think critically, create and express thoughts in speech, writing, the arts, and other media;
- actively examine and engage complex contemporary issues such as education, sustainability, inequality, health and human rights, global and interpersonal conflicts, and social justice;
- explore how different kinds of learning and ways of knowing expand the capacity to read and change the world;
- gain experience with processes of learning and producing new knowledge, including collaborative integration and customized, intensive individual interdisciplinary research projects.

The program consists of innovative courses in the areas of literature, communication, performance, education, environmental studies, science and technology studies, humanities, the creative arts, and anthropology. Its well-rounded curriculum provides robust preparation for future teachers. Our graduates have also pursued advanced degrees in counseling, education, public health, gerontology, law, health fields, environmental studies, mathematics, English,
psychology, film studies, library science, theology, landscape architecture, and more. Our alumni work in education, public service, resource policy, technology and innovation, library studies, creativity and communication, social media, health, and criminal justice fields.

Curriculum development and revision

Prior to 2012, oversight of the LS curriculum involved the regular input of the Liberal Studies Council (LSC), a senate committee including members from all university colleges that was tasked with assessing, reviewing, and revising LS curriculum. Once the LS faculty were hired in 2006, the LSC’s role began gradually to shift as the LS faculty took more responsibility over the LS curriculum. Eventually, in 2012, the LSC felt its role was no longer clear, and they voted to disband, with the understanding that ad hoc meetings of relevant faculty across campus would be called when necessary. Unfortunately, and in retrospect unsurprisingly, these meetings have not materialized. We feel that because of this the LS program, and particularly its role in preparing future elementary school teachers, has fallen off of the larger university’s radar.

In the meantime, however, the LS faculty have been very actively involved in improving the LS program and transforming it into a more coherent curriculum. Since 2010, the LS faculty’s informal assessment discussions have focused on how our courses can better prepare LS majors for the writing and research project that is the culminating assignment for LS 690 and thus for the LS major. While a number of LS students ultimately meet most of our capstone learning objectives, many have struggled to master #1 (recognize, identify, and develop integrative approaches to the study of complex issues and problems) and #3 (create a substantive piece of interdisciplinary work that draws upon a number of academic sources). In other words, we found that many did not seem to be adequately learning the research methods and writing skills necessary for producing rigorous integrative projects.

Student Success Initiative Grant

In Fall 2016, the LS program received a Student Success Initiative Grant, which involved the LS faculty in more intensive work in curriculum planning, resulting in some of the developments listed in the next section. The faculty held two all-day retreats devoted to developing the new Elementary Subject Matter Requirements program, developing a more coherent core curriculum, and creating a new introductory core course, LS 200, that would take some of the requirements out of the over-burdened LS 300 gateway course.

Beginning as soon as next Fall (depending on how quickly our revision requests are approved), LS majors will be required to take LS 200, which introduces them to the different methods and modalities of critical thinking, research, and knowledge production at the university. Rather than learning about “disciplines” and thus “interdisciplinary” thinking through only reading and writing assignments, students will be actively mapping and traversing university spaces, conducting interviews, and exploring local intellectual, social, and cultural resources. A revised LS 300 will
then focus more exclusively on improving students’ writing and teaching them how to develop integrative writing projects. We will also be revising LS 300 so that it is a variable topics course, with one topic focusing on issues in education, and the other more generally on issues in contemporary society.

We worked, as well, on identifying how our LS curriculum might inform a new Elementary Subject Matter Requirements program for those students seeking to waive the CSET exam. Finally, we discussed possibilities for restructuring our core curriculum to offer LS students a more coherent experience in the major as a whole. Given that at the time we had only recently been joined by a new assistant professor (Nick Sousanis) and were in the process of hiring another (who would turn out to be David Peña-Guzmán), we decided not to rush this latter discussion but wait for the full participation of our new faculty.

The LS faculty nonetheless agreed that LS majors would benefit from a more coherent core whose courses are more specifically designed and taught with the LS student in mind. Toward that end, we began in Spring 2016 to create some new LS-prefix courses and to revise others. We will describe these courses and developments below, in 3.3 Curriculum.

### 3.2 Student Learning and Achievement

**Enrollment and Graduation Numbers**

Between Fall 2012 and Spring 2017, total enrollment in the LS major hit a high of 546 (spring 2016) and a low of 431 (Fall 2013), with three of the last four semesters seeing enrollments of over 520. The fluctuations in enrolled students generally correspond with LCA enrollment fluctuations over these years. Around 80% of our students attend school full time, and the same percentage join the major in their junior year.

Table 1
Available data shows that the average time to degree for LS majors is 15 semesters (or 7.5 years), which seems high, though is comparable to college and university averages. We have graduated between 143 to 223 students a year between 2007 and 2015 (we don’t have statistics for 2016 and 2017), with yearly average GPAs of between 2.97 and 3.4.

**Table 2 Graduation numbers in Liberal Studies**

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<tr>
<td>2012-2013</td>
<td>143</td>
<td>145</td>
<td>145</td>
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<td>145</td>
<td>145</td>
<td>145</td>
<td>145</td>
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<tr>
<td>2013-2014</td>
<td>143</td>
<td>145</td>
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Our graduation rates for both native and transfer students from 2005 to 2013 (as documented in Tables 3 and 4 below) have been comparable to those for our College and campus, with a few years when they were significantly higher (2005, 2008, 2010), and a few when they dipped slightly lower (2009, 2012). It is difficult to account for those fluctuations, but we are committed to increasing our graduation rates through better advising and as we develop a more coherent core curriculum.

**Table 3: Native 4 and 6 year graduation rates: major, college, campus**

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<tr>
<td>Degrees awarded</td>
<td>223</td>
<td>192</td>
<td>213</td>
<td>176</td>
<td>169</td>
<td>168</td>
<td>179</td>
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<td>145</td>
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<td>Average Time to Degree (sem)</td>
<td>16</td>
<td>14</td>
<td>14</td>
<td>15</td>
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<td>15</td>
<td>16</td>
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<tr>
<td>Average GPA</td>
<td>3.2</td>
<td>3.1</td>
<td>3.00</td>
<td>2.97</td>
<td>2.99</td>
<td>2.98</td>
<td>3.5</td>
<td>3.2</td>
<td>3.4</td>
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Table 4: Transfer 2 and 4 year graduation rates: major, college, campus

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<thead>
<tr>
<th>Year</th>
<th>Transfer 2 Year</th>
<th>2 Year College</th>
<th>2 Year Campus</th>
<th>Transfer 4 Year</th>
<th>4 Year College</th>
<th>4 Year Campus</th>
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<tbody>
<tr>
<td>2005</td>
<td>26%</td>
<td>17%</td>
<td>13%</td>
<td>56%</td>
<td>48%</td>
<td>46%</td>
</tr>
<tr>
<td>2006</td>
<td>16%</td>
<td>18%</td>
<td>13%</td>
<td>53%</td>
<td>49%</td>
<td>47%</td>
</tr>
<tr>
<td>2007</td>
<td>11%</td>
<td>18%</td>
<td>13%</td>
<td>52%</td>
<td>48%</td>
<td>46%</td>
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<tr>
<td>2008</td>
<td>20%</td>
<td>22%</td>
<td>15%</td>
<td>53%</td>
<td>49%</td>
<td>47%</td>
</tr>
<tr>
<td>2009</td>
<td>20%</td>
<td>26%</td>
<td>18%</td>
<td>63%</td>
<td>53%</td>
<td>51%</td>
</tr>
<tr>
<td>2010</td>
<td>40%</td>
<td>27%</td>
<td>18%</td>
<td>58%</td>
<td>56%</td>
<td>52%</td>
</tr>
<tr>
<td>2011</td>
<td>26%</td>
<td>25%</td>
<td>18%</td>
<td>44%</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>2012</td>
<td>29%</td>
<td>31%</td>
<td>22%</td>
<td>31%</td>
<td>31%</td>
<td>29%</td>
</tr>
<tr>
<td>2013</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
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<tr>
<td>2014</td>
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<td>n=10</td>
<td>n=10</td>
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Student Demographics
The ratio of female to male students has remained relatively stable, with male students making up between 22 and 25% of majors, as compared to around 42% of LCA enrollments overall. While gender ratios have stayed relatively stable in the last 7 years, the ratio of underrepresented minorities in Liberal Studies has increased rather dramatically. Between Fall 2011 and Spring 2016, the percentage of white students in the LS major decreased from 36% to 24%, while the percentage of Hispanic students increased from 22% to 33%, the percentage of African Americans remained around the same at between 6 and 8%.

Table 5
The CSU Student Success Dashboard offers data on the achievement gaps by ethnicity in our LS-prefix courses. Between Fall 2011 and Spring 2016, the courses with the three highest non-passing rates were LS 300GW (writing-intensive Gateway), LS 401 (Social Science core), and LS 690 (Capstone). These are all courses with rigorous writing requirements, and a focus in particular on integrative writing and thinking. Two of these courses (LS 300 and LS 690), interestingly, were among the courses with the smallest Underrepresented Minority (URM)/Non-URM achievement gap.

Table 6: Passing Rates from 2011-2016

Table 7: GPA Gap for LS courses 2011-2016

High-impact Practices in LS
The LS faculty engage in numerous high-impact practices in their classrooms and place a high value on incorporating various pedagogical modalities geared to promote student success.

In our Gateway (LS 300) and Capstone (LS 690) courses, students develop e-portfolios where they create an online representation of their experience in the major. Their e-portfolios are spaces not only for archiving artifacts they have produced in their various courses, but also for reflecting on what they learned and gained from the work they do in each of their courses. Each student frames their e-portfolio with their own intellectual autobiography, which is written in the gateway course and then revised in the capstone.

In his LS 309, a hands-on Physics course for future teachers, Acacio de Barros emphasizes collaborative learning. Students work together in small groups to solve problems collaboratively. This not only helps students work together, but also improves their understanding of the course material as they must listen attentively to others and articulate their own ideas. Students are also taught to practice inquiry in a way that is consistent with how scientists actually do science, an approach that is in consonance with social constructivist learning theories.

In his Comics and Visual Culture courses (LS 304, LS 426), Nick Sousanis applies his conviction that students learn best by doing. At the same time as they explore how and what visual media communicate, students actively engage in the process of making visual media themselves. Regular hands-on activities give students an inside view into working visually, which also reawakens ways of thinking rooted in creative action. Through this process, students come to appreciate the importance of visual reasoning and visual work, and learn that visual media can be both an object of inquiry as well as a medium for the expression of complex thoughts. This pedagogical approach involves lots of low stakes assessment (regular drawing, sketching, comics-making, and other activities) that students do in class and at home and then post for discussion purposes. This high-impact practice opens students to new ways of expression and gives them tangible ways of looking at the world and ways of working in the world that they will bring with them into whatever work they do.

We’ve been excited to be able to offer Logan Hennesey’s LS 430 (Future of Forests) every other summer as an extended field trip to Ecuador to study on site the ecological and social dimensions of tropical forests. Professor Hennessey conducts three and half weeks of lectures and field classes in Ecuador’s Andean cloud and lowland rain forests. The highland sites include an organic, fair-trade coffee farm and one or two sites of cultural and archeological importance. A large portion of the trip (10+ days) is spent at the Tiputini Biodiversity Station, part of Yasuni National Park, renowned for having the highest biodiversity in the world. In both biomes, students learn about fundamental forest ecology, about the structural complexity of forests, about processes such as succession and regeneration, and about the evolution of forests--all of this while seeing these features first hand on daily walks.
with the professor and local guides. Students in LS 430 also engage in their own miniature research projects and present their findings to the class. The course also covers the historical, social, and economic factors that contribute to forest decline today, including logging, rural development and settlement, and extractive industries (oil, natural gas, mining). The class experiences these pressures of deforestation through a ‘toxics tour’ of the oil fields behind the largest environmental lawsuit in global history and through meetings and discussions with community activists and leaders. On the most recent course, in summer 2017, students also visited the homes of families with cancer living adjacent to or on top of oil contaminated sites. Seeing both the intact and destroyed forest with their own eyes, and hearing first-person testimonies of affected people, leaves students with an incredibly deep and powerful experience. Critically, students also spend time thinking about the and the role of indigenous peoples and other forest communities. In some cases, these experiences have led our students to have new inspirations for career paths.

Mariana Ferreira has been using pedagogy and theater of the oppressed in her LS 400 for several years. Most recently, she has made this a central component of LS 403 Performance and Pedagogy of the Oppressed for Educators, a course devoted entirely to exploring and practicing the theories of Paulo Freire and Augusto Boal. In the 1970s, Freire and Boal proposed that theatrical performances can be a powerful tool for education, political organizing, and consciousness-raising. By acting out a situation or scene, people could ‘work through’ individual and collective traumas and make sense of the world around them, often with therapeutic consequences. In both LS 400 and LS 403, students apply this insight as they research contemporary social problems and then collectively write, stage, direct, and perform plays that allow them to embody and identify with the various subject-positions involved in the particular social problem at hand. Fall 2017, for example, LS 403 students are focusing on the problem of opioid addiction. At the end of the semester, the students performed the play “Fiery Truth: Addiction by Design” for the larger LS and SFSU community.

These different pedagogical strategies—de Barros’s collaborative work, Sousanis’s emphasis on making, Hennessy’s travel pedagogy, and Ferreira’s theater of the oppressed—are only a few examples of the innovative and edge-cutting styles of teaching that LS faculty value and practice.

Alumni Survey Responses
In preparation for this review, the University contacted 4,912 LS alumni with a series of questions about their experience of the LS major. While only 291 responded, we do feel we gained some useful feedback, which we will share here.

60% of respondents reported that they went on to post-bac or graduate study after receiving their BA. Of those, over 60% pursued degrees in education or teaching credentials. Of those specifying their current careers (224), almost half (101) reported being teachers or being involved in education in some capacity. Students
overwhelming reported that their degree prepared them well for their careers (with only 34 of 218 saying the degree did not prepare them), although a number stated that they wished more of the curriculum were geared toward future teachers.

Of those responding, over 85% reported being satisfied or very satisfied with their major, their courses, and the faculty. They reported satisfaction with a broad diversity of courses, but we were pleased to see that LS 300, LS 690, and LS 400/401 seemed to get more mentions than others.

### 3.3 Curriculum

**Current LS Curriculum**

The current curriculum, as summarized in our program overview above, includes 31 units of core courses and 15 units of emphasis courses. Below is a more elaborate description of the LS B.A. requirements. For some of our core requirements, students choose from a menu of options. (For a full list of these options, please see the Advising Planning Worksheets in the Appendix.)

**Liberal Studies Core (31 units)**

**LS 300GW Perspectives on Liberal Studies**

Basic preparation for interdisciplinary study. Draws on language arts, mathematics, science, social sciences, humanities, and creative arts to prepare students for advanced work in Liberal Studies and for careers requiring breadth and depth of knowledge.

**Literature** (students choose one course from menu of options)

**Communication Studies** (students choose one course from menu of options, which include LS 403 Performance and Pedagogy of the Oppressed)

**Life Science** (students choose one course from menu of options, which include LS 430 The Future of Forests)

**Physical Science** (students choose one course from menu of options, which include LS 309 Physical Sciences for Elementary School Teachers and LS 310 Physics for Future Elementary School Teachers)

**LS 400 Social Science Core I**

An interdisciplinary approach to the scientific study of human social behavior. Exploration of the similarities and differences between the social science disciplines of anthropology, psychology, and sociology with respect to their subject matter, concepts, models, and research approaches. (Pre-credential students have additional options focusing on human development)

**LS Social Science Core II**

An interdisciplinary social science approach to the disciplines of history, geography, economics and political science with regard to their subject matter, concepts, models, and research approaches. Considers the prospects and problems of interdisciplinary vs.
disciplinary social analysis. (Pre-credential students have additional options focusing on California history and geography, including LS 460 Childhood, Nature, and Society)

**HUM 425 Thought and Image: Humanities**
Works in the humanities and creative arts studied in terms of the unique ways the meanings, values, and forms reflect their cultures of origin. Works from at least two global cultures will be included.

**LS 426 Thought and Image: Creative Arts**
Works in the creative arts and humanities studied in terms of the unique ways the meanings, values, and forms reflect their cultures of origin. Works from at least two global cultures will be included.

**LS 690 Senior Seminar**
Interdisciplinary theory, research, and practice. Examination of key questions and complex problems from multiple perspectives through preparation of a substantial piece of work.

**Emphasis patterns (15 units)**
A. Teacher preparation:

*Take both math classes:*
- MATH 165
- MATH 565

*Choose three of the following:*
- ED 603 Promoting Young Children's Social and Emotional Development
- EDUC 450 Art and Learning
- HIST 114 World History to 1500
- KIN 401 Elementary School Physical Education
- TH A 451 Storytelling and Folk Literature

B. Choose from a number of LS emphasis patterns or complete an approved minor of at least 15 units.

**GE and LS**
The current Liberal Studies curriculum does not include any lower division GE, although for our teacher preparation students we recommend a number of more relevant options (such as HIST 114, BIO 100). But given the breadth of the LS core curriculum, the major does currently allow students to meet all of their Upper Division GE requirements with their core courses. All of the menu options for the Literature core satisfy UD-C; all of the options for Life Science and most of the options for Physical Science core satisfy UD-B; and LS 401 satisfies UD-D. Many of these also satisfy the “SF State Studies” requirements (American Ethnic and Racial Minorities; Social Justice; Environmental Studies; Global Perspectives).

**Pathways through the LS major**
The majority of our majors are transfer students. Their transition to LS is generally unproblematic. They must have completed ENG 214 (or equivalent) in order to enroll in LS 300. Because the LS core curriculum is entirely upper division, transfer students from community college are not able to count their lower division coursework toward the core. They often can, however, count 3-6 lower division units toward their 15 units beyond the core.

There is no scaffolding in the LS major, aside from the requirement that students take LS 300 early in their junior year, and LS 690 (for which LS 300 is a prerequisite) in their final semester. Given the current structure of the LS core, it would be difficult to impose any further scaffolding of the major without creating unmanageable scheduling coordination between numerous programs. We will, however, need to consider creating a much more prescribed pathway through the LS major for the Integrated Teacher Education Program currently under development with the College of Education.

**Scheduling, enrollments, bottlenecks**

The School of Humanities and Liberal Studies schedules only those courses of the LS core with a LS or HUM prefix. These regularly include multiple sections of LS 300 (4-5 sections), LS 690 (3-4 sections), LS 400 (2 sections), LS 401 (2 sections), LS 426 (2 sections), HUM 425 (3-4 sections), and LS 309 or 310 (1-2 sections). We make every effort to spread these courses out so that they do not overlap with one another. We also strive to accommodate various student schedules.

The other core courses in the LS major and many of the emphasis options are scheduled by other departments and programs, including English, Asian American Studies, Africana Studies, Latino/a Studies, Race and Resistance Studies, World and Comparative Literature, Communication Studies, Biology, and Earth Science. Because students can choose from lists of multiple courses to satisfy a number of their requirements, and because it would involve more time than we can give to it, we do not regularly coordinate our scheduling with these other programs.

Our LS-prefix courses generally have full or near-full enrollments. We have not experienced significant bottlenecks in the courses we offer, with the occasional exception of LS 690. On those occasions when more students need LS 690 to graduate on time than we have sections offered, the Director has been able to create an additional section or to offer a section during summer.

Of the non-LS prefix courses, we occasionally do experience problems where student need exceeds course availability, particularly in the Teacher Preparation emphasis. In general, we are able to work with department chairs and college deans to make sure sections are opened to accommodate our students. Sometimes, however, important courses that count toward the LS major but are not taught by LS faculty will disappear or undergo revisions that change their accessibility or relevance to LS majors. This has happened, for example, when curriculum revisions with Earth Science core courses as well as with the Kinesiology department (where
we have a Teacher Prep course as well as an Emphasis of its own). These situations create some problems for students who suddenly find themselves unable to complete their majors as planned.

We have been able to rectify these problems with immediate substitutions and negotiations with the departments over time. But they highlight the challenge of managing a program with so many different contributing departments, and without a governance or curriculum structure in place that brings these various programs together to discuss the LS curriculum. As mentioned earlier, we would like to revive a version of the LS Council (LSC), which was disbanded in 2012 when the recently hired LS faculty took over curriculum oversight of the LS major. The decision to disband seemed, at the time, appropriate but failed to anticipate the degree to which LS would subsequently fall off of the radar of those departments, programs, and colleges contributing to it. More importantly, we believe, the LSC helped keep the all-university project of teacher-preparation visible and an object of deliberate attention across the different colleges.

We have done some experimentation with online courses in the last couple of years to try to accommodate the growing number of our students who commute long distances to SFSU, have full-time work schedules, and/or heavy family obligations. We have offered several sections of LS 690 (capstone) online, with mixed results. The instructor who taught it determined that the failure rate was too high to justify continuing to offer it online. We have also offered LS 401 as a hybrid course, with some success. Several of the core or Teacher Preparation courses are offered online as well, although we neither teach nor schedule these. Popular among these are ERTH 310 and MUS 601. We intend to continue exploring possibilities for increasing our online options to accommodate student needs and demand.

**LS Curriculum Revisions**

As mentioned above, in section 3.1, the LS faculty have recently developed several LS courses that reflect new and existing faculty expertise and speak more directly to our perceptions of the needs of the LS students. While some of these courses are already being taught and fit into our current curricular structure, they were all created with an eye to where we want LS to go. Some were created as part of our plans for a new core curriculum structure; others as part of our plans to improve other programs in our school (i.e., Comics Studies and Humanities). These courses are:

**LS 200 Introduction to Liberal Studies: Self, Place, and Inquiry**
[We are planning to include this as a new core requirement, and prerequisite to LS 300GW] Introduction to the Liberal Studies program and the practice of interdisciplinary inquiry. Project-based focus on different ways of understanding oneself in relationship to our place of study: the University and the city of San Francisco. Emphasis on experiential learning through mapping (exploring, navigating, understanding, cataloguing).

**LS 304 Making Comics**
Introduction to the hands-on making of comics. Focus on in-class exercises and small projects in making comics alongside analysis of comics. Promotes understanding of how to communicate in comics and discover working methods that best work for them.

**LS 309 Physical Sciences for Elementary School Teachers**
[Satisfies the Physical Science core in current LS program]
Designed for prospective elementary/middle school (K-8) teachers. Understanding through inquiry the structure and property of matter and principles of motion and energy. Classwork, 2 units; laboratory, 1 unit.

**LS 310 Physics for Elementary School Teachers**
[Satisfies the Physical Science core in current LS program]
Designed for prospective elementary/middle school (K-8) teachers. Understanding through inquiry-based instruction the principles of motion and energy. In compliance with Next Generation Science Standards and Common Core.

**LS 317 Critical Animal Studies (cross-listed with HUM)**
[Not yet offered and not yet integrated into existing LS program; counts in Humanities program electives]
Examination of the nature of animal experience and the various roles nonhuman animals play in human life, with a particular focus on approaches to nonhuman animals in science, art, and literature.

**LS 403 Performance and Pedagogy of the Oppressed (cross-listed with COMM)**
[Currently an option for Comm Studies core requirement in LS Major]
Examination of theories of Augusto Boal and Paulo Freire and their application for educators and community activists. [CSL available]

**LS 604 Advanced Comics Making**
[See LS 304]
Builds on the making and analytical skills covered in LS 304. Project-based course for developing skills in communicating through comic form, culminating in the production of a significant work ready for publication.

In addition to creating these new courses, the LS faculty has been discussing and developing a large-scale revision of the structure of the LS major in order to accommodate the new ESMR and ITEP programs and give our majors a more coherent core experience. While we are still ironing out the details, we feel comfortable sharing our working draft of a new LS curriculum structure here and welcome feedback on it.

**Draft Revised LS Core (24-5 units)**

1. **LS 200: Introduction to Liberal Studies: Self, Place, and Inquiry**

2. **LS 300GW: Variable Topics (“Issues in Education” and “Interdisciplinary Studies”)**
3. LS 401: Social Issues in Contemporary Society (we plan to combine/rename the existing LS 400 “Social Science Core I” and LS 401 “Social Science Core II”)

4. Science and Society – choose one:
   LS 430 Future of the Forests
   LS 317 Critical Animal Studies
   HUM 315 History of Science
   LS 309 (ITEP and ESM)
   Other options TBD

5. Ways of Seeing – choose one:
   LS 426: Introduction to Visual Culture (rename)
   LS 425: Thought and Image
   HUM 325: Comics and Culture
   EDUC 450: Art and Learning (ITEP and ESM)

6. Performance, Communication, and Society – choose one:
   LS 403 Performance and Pedagogy of the Oppressed
   HUM 320: Music, Culture, and Ideas (cross-list w/LS)
   MUS 601 Music for Children (ITEP and ESM)
   TH A 452 Theater in Education (ITEP and ESM)
   COMM 554 Performance of Children’s Literature (ITEP and ESM)

7. Comparative Literatures and Cultures – choose one: [all count as UD-C, GP]
   HUM 415 Contemporary Culture
   HUM 455 Humanities of the Americas
   CWL 440: “Typical American”: Narratives of Multiculturalism in the Americas
   CWL 450: Literary Crossings
   E ED 681 (ITEP and ESM)

8. LS 690: Senior Seminar

CONCENTRATIONS

A. Teacher Preparation (24 units)
   CD 655
   TH A 452, COMM 554 or MUS 601 (take two not selected for core)
   MATH 165
   MATH 565
   ERTH 365
   BIO 310
   CAD 210

B. Interdisciplinary Studies (15-24 units)
[NOTE: we’re still discussing whether we want to more than one general concentration in addition to Teacher Preparation. For the time being we’re going with our current model that gives students many choices for how to complete their emphasis. This model has the benefit to students of making the major more flexible but also ends up making advising more complicated and time-consuming.]

Choose one of the following interdisciplinary minors, certificate programs or emphasis patterns:

**Minors:**
- American Studies
- California Studies
- Humanities
- Comics Studies
- Peace Studies and Global Human Rights
  [etc.]

**Emphasis Patterns:**
- Science, Technology, and Society
- Human Rights and Social Justice
- Comparative Literature and Culture
- Visual Studies
- Performance Studies
- Ethnic Studies
  [etc.]

### 3.4 Faculty
We currently have five tenure-line faculty teaching regularly in Liberal Studies (Tanya Augsburg, Acacio de Barros, Mariana Ferreira, Logan Hennessy, Nick Sousanis), one new Assistant Professor who will begin teaching LS courses next semester (David Peña-Guzmán) and four lecturers who regularly teach one or two LS courses a semester: Judy Fraschella (.40), Karen Coopman (.40), Brad Erickson (.40), and Shawn Taylor (.20). The balance tenure-line faculty to lecturers has been working well so far. (See Appendix for faculty and lecturer CVs.)

Our tenure-line faculty encompass a broad diversity of disciplinary and interdisciplinary expertise, including performance studies and feminist arts, theory of interdisciplinary pedagogy, physics, medical anthropology, environmental studies, comics and visual studies, and philosophy of science.

**Tenure/Tenure-Track faculty bios**

**Tanya Augsburg** (Associate Professor) is a humanities-trained, interdisciplinary feminist performance scholar, critic, and curator who can be occasionally persuaded to perform. She teaches a variety of courses in both LS and Humanities, including: LS 300, LS 690, HUM 425 (Thought and Image), HUM 376 (San Francisco), and HUM
390 (Images of Eroticism). Dr. Augsburg is author of Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies, 3rd Ed. (Kendall/Hunt, 2016) and co-editor of The Politics of Interdisciplinary Studies (McFarland, 2009). Other publications have appeared in TDR: The Drama Review; Text and Performance Quarterly; Issues in Interdisciplinary Studies; n.paradoxa: International Feminist Art Journal; World Futures; The Colorado Critical Review; and Critical Matrix: The Princeton Journal of Women, Gender, and Culture. She was the juror and a co-curator of Man as Object: Reversing the Gaze, a large travelling feminist art exhibition sponsored by the Women’s Caucus of Art that showed at SOMARTs in San Francisco and the Kinsey Institute Gallery at Indiana University. She was also editor of the accompanying catalogue. She was Curator of Featured Artists and member of the Executive Exhibition Committee of Northern California Women's Caucus for Art (NCWCA)'s 2016 national exhibition, F*ck U! In the Most Loving Way, which was held at Arc Gallery in San Francisco. Her most recent research examines interdisciplinary and transdisciplinary theory, pedagogy, and assessment. Her survey book chapter on the interdisciplinary arts, "Interdisciplinary Arts," was published in the Oxford Handbook of Interdisciplinarity, 2nd Edition (2017). Her current projects include completing a book-length manuscript on the interdisciplinary arts and a book-length manuscript on feminist art and performance. Her favorite pastime is helping students succeed. Dr. Augsburg holds a Ph.D. from Emory University.

Acacio de Barros (Associate Professor) holds a Ph.D. in Physics from the Brazilian Center for Research in Physics, Rio de Janeiro. He regularly teaches LS 300, LS 690, and LS 309 (Physical Sciences for Future Teachers), which he revised recently to focus more specifically on Physics as LS 310. After his Ph.D., Dr. de Barros spent three years as a researcher at the Institute for Mathematical Studies in the Social Sciences, Stanford University. Then, between 1995 and 2011, he was a faculty member of the Physics Department of the Federal University of Brazil in Juiz de Fora. Immediately before coming to SFSU, he was a Visiting Associate Professor at the Center for the Study of Language and Information at Stanford University. His research interests are interdisciplinary, and he has published scholarly articles in journals in Physics, Philosophy, Mathematics, and Psychology on subjects ranging from the foundations of quantum mechanics to the physics of the brain and of cognitive processes. At Stanford, he worked closely with Patrick Suppes (a prominent philosopher and polymath whose work involved both science and philosophy) on projects involving the foundations of physics, physics of the brain, and theories of learning. His current scholarly work focuses on the foundations of quantum mechanics and probabilities and how they relate to the physical and social sciences.

Mariana K. Leal Ferreira (Professor) joined the Liberal Studies faculty in 2014 after teaching for a decade in the Anthropology Department. She regularly teaches LS 400, LS 403 (Performance and Pedagogy of the Oppressed), and LS 690. She is a medical anthropologist from Brazil using Critical Theory, including Theater and Pedagogy of the Oppressed, to promote the human rights of Indigenous Peoples and
other minorities in North and South America. Between 2004 and 2014, she organized an annual Human Rights Summits at SFSU, and under her direction her students in Anthropology and Liberal Studies have written and performed more than 350 plays that address human rights issues they face daily. The audience for Ferreira’s teaching manuals, theatre plays, zines, manifestos, graphic novels, and academic articles and books on human rights – in English, Portuguese, and Spanish – range from high-school students to local community members. Her most recent books include Mapping Time, Space and the Body: Indigenous Knowledge and Mathematical Thinking in Brazil (Sense Publishers, 2015) and Acting for Indigenous Rights: Theatre to Change the World (Minnesota Human Rights Center, 2013). Dr. Ferreira was recently named a winner of the 2017 Edward O’Brien Award for Human Rights Education. She holds a joint Ph.D. in Medical Anthropology from UC Berkeley and UC San Francisco.

Logan Hennessy (Associate Professor) teaches interdisciplinary courses on environmental themes of international development (LS 401), along with a course devoted to the study of tropical forest ecology, causes of destruction, and prospects for conservation (LS 430), and the junior and senior seminar courses for Liberal Studies, LS 300 Perspectives in Liberal Studies and LS 690 Liberal Studies Senior Seminar. He also teaches a study abroad section of LS 430, which involves three weeks of field study in the lowland and cloud forests of Ecuador. Dr. Hennessy holds a Ph.D (2005) and MS (2000) in Environmental Science, Policy, and Management from the University of California, Berkeley, a BA (1996) in Environmental Analysis and Policy, and a BA (1996) in Philosophy from Boston University. His research and teaching focus on indigenous environmental politics, the political economy of the mining and oil industries, and environmental history in the Americas. He has conducted in-depth research on these issues in Ecuador and Guyana, working closely with local communities and organizations. These field studies have also led to several research partnerships with Bay Area non-profit organizations. His current work examines the social and environmental consequences of infrastructure projects in South America, the nuances of sustainability in attempts to reform the mining industry, and indigenous rights in climate change debates over the protection of forests in United Nations negotiations.

David Peña-Guzmán is our newest Assistant Professor of Humanities and Liberal Studies at San Francisco State University. In this, his first semester teaching for us, he is teaching two Humanities courses (HUM 301, Form and Culture and HUM 315, History of Science), neither of which are current requirements for the LS major. Next semester he will teach a new course on Critical Animal Studies that is cross-listed between LS and Humanities, and will be (we hope) an option in our new core requirement, “Science and Society.” His areas of specialization are historical epistemology, feminist theory, phenomenology, and animal studies. He has published in journals such as Foucault Studies, The Journal of French and Francophone Philosophy, and The International Journal of Feminist Approaches to
Bioethics, and is currently working at the intersection of animal ethics and the animal sciences. He received his Ph.D. in Philosophy from Emory University.

Cristina Ruotolo (Director, Professor) teaches primarily in the Humanities and American Studies programs, but has had a long-standing relationship with the LS program, first as a member and chair of the Liberal Studies Council, and more recently as Director of the School of HUMLS. Her teaching ranges from broadly-defined courses like “Form and Culture” and “Thought and Image,” which draw from diverse cultural forms, periods, and styles, to more narrowly focused courses on American culture of the 19th and 20th centuries, and on music and society. She has published numerous articles and a monograph exploring music’s place in American literature at the turn of the century, and is currently working on a book that examines the American pedagogical and civic projects of émigré German modernist musicians in the mid-20th century. She holds a M.M. in Violin Performance from the New England Conservatory of Music and a Ph.D. in English from Yale University.

Nick Sousanis (Assistant Professor) is a comics artist and educator. He was hired in 2015 and has taught LS 300GW, LS 426 (Thought and Image: Creative Arts), and LS 304 (Making Comics), as well as HUM 325 (Comics and Culture). He is coordinator of the Comics Studies minor that is slated for approval by the end of Fall 2017. His book, Unflattening (published by Harvard University Press in 2015), uses the comics form to explore and analyze forms of visual thinking. The book won numerous awards (including the 2016 American Publishers Association Humanities award, the 2016 Lynd Ward prize for Best Graphic Novel) and has featured in the New York Times, The Paris Review, the LA Review of Books, the New Statesman, and named the best graphic novel of 2015 by numerous critics. The Boston Globe and Nature have commissioned original comics by Sousanis and his work has been the subject of solo exhibitions at Moscow’s Non/Fiction Book Fair, Amsterdam University in the Netherlands, and Microsoft Research. Sousanis has been invited to lecture on comics at such venues as the National Gallery of Art in Washington, DC, Stanford University, Harvard University, UCLA, the Jaipur Literary Festival in Boulder, CO, the Brooklyn Book Festival, and the International Visual Literacy Association’s annual conference. He holds an Ed.D. from the Teachers College, Columbia University.

Lecturer bios:

Karen Coopman has been teaching LS 300 and LS 690 for many years now, having come to us after already establishing herself as a lecturer in the composition program. She received her B.A. from the University of California, Berkeley in Political Economy of Industrial Societies with an Emphasis in Natural Resources and her M.A. in English with a Concentration in Teaching Composition from San Francisco State University. At SFSU, Ms. Coopman also teaches in the METRO Program and participates in the Academic Technology program as well as Service Learning Projects.

Brad Erickson (Ph.D., University of California at Berkeley, Socio-Cultural Anthropology) has taught LS 426 for several semesters, as well as LS 400 and 401.
His research is driven by the questions: how do day-to-day urban practices shape conflict or cooperation? How do these practices articulate with public aspirations for civic life and with social structures of inequality? In the Catalan city of Vilanova i la Geltrú, his ethnographic research focuses on the discourse of *convivència* (active engagement between neighbors). In his home city, Oakland, California, he has led applied research teams to evaluate programs on community policing, school-based wrap-around services for low-income children, and the secondary trauma experienced by social workers serving youth in crisis. Drawing on the analyses of literary theorist Mikhail Bakhtin, he examines both ethnographic data and the arts through concepts such as *practice utopias* and *the politics of laughter*. His courses explore the cultural phenomena of race, class, gender, sexuality and religion through a variety of materials and interdisciplinary perspectives, and emphasize critical thinking, reading and writing.

**Judith Fraschella**, who received her MA in Humanities at SFSU, brings a special focus on Western and South Asian art and comparative aesthetics to her teaching. She is a board member of the Asian Art Museum of San Francisco’s Society for Asian Art, and chair of its Literature and Culture Committee, positions that involve her often in research on Asian arts. Her BA in Education and History, and postgraduate studies in English, Government and American Studies, inform her interdisciplinary approach to teaching, whether in the Humanities or Liberal Studies. Besides LS 300 and 690, she has also taught courses in the Humanities program, including Humanism and Mysticism, Values and Culture, and Great Works courses. In the Liberal Studies department, I teach LS 300 GWAR and LS 690 (Culminating Experience). Ms. Fraschella returned to school to get her MA after a long career teaching high school English and History courses in California public schools, where she also participated in the California Writing Project and the California Literature Project.

**Shawn Taylor** has been teaching LS 300 for several semesters. A writer with two published books—and two more in 2018—his work has appeared in *The New York Times, Rad Dad*, the online edition of *Ebony*, and numerous anthologies and academic journals. He is also a well-known blogger on parenting and fatherhood concerns. A lover of all forms of geekery, he is the cofounder of the much beloved (but now defunct) AfroGeeks blog that was launched in 2006 as a way to cope with the death of Octavia E. Butler. He is one of the founding authors at [www.thenerdsofcolor.org](http://www.thenerdsofcolor.org), the premiere blog for the intersection of people of color and geek/nerd culture. He is also one of the co-founders/organizers of the Black Comix Arts Festival (BCAF). Held each year in San Francisco over the MLK holiday weekend, it is the first comic arts festival west of the Mississippi dedicated to African-Americans and other creators on the margins. For twenty years, Shawn has worked with foster care and adjudicated youth. He has developed and supervised programs and initiatives that introduced comic books, science fiction, mythology, legend, and folklore as behavioral health interventions. Shawn holds B.A.s in Philosophy and Religion, and an M.A. in the Humanities at SFSU.
**Teaching assignments**

As evident in table 8, the LS tenure/tenure-track faculty have, until the last year or two, had very narrow and repetitive teaching assignments, focused mainly on the handful of LS-prefix courses, particularly LS 300 and LS 690. After the merge with Humanities, in Fall 2015, the School Director decided to begin assigning LS 300 to several lecturers who had been teaching in the Humanities program and were particularly suited to teaching writing. This allowed Tanya Augsburg, whose Ph.D. is in a humanities field, to begin teaching Humanities courses, and Mariana Ferreira to develop and begin teaching an online version of LS 690 (which was subsequently discontinued), as well as her new course, LS 403, Performance and Pedagogy of the Oppressed.

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<th>Tanya Augsburg</th>
<th>Jose Acacio deBarros</th>
<th>Mariana Ferreira</th>
<th>Logan Hennessy</th>
<th>Nick Sousanis</th>
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<td>LS 690.1, LS 300.3, LS 690 online</td>
<td>LS 690.3</td>
<td>LS 401.1</td>
<td>LS 300.4</td>
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</table>
Table 9 indicates the addition of three new lecturers in 2015/16 to the LS curriculum. Judith Fraschella and Shawn Taylor have joined Karen Coopman, our long-time LS lecturer, in teaching LS 300. Brad Erickson, whose Ph.D. is in anthropology but who also has expertise in visual culture, has taught sections of LS 426 after Eula Wyatt retired, and a section of LS 401 when Logan Hennessy was needed elsewhere. Our lecturers are all quite popular with our students, and committed to the interdisciplinary project of Liberal Studies.

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<tr>
<th></th>
<th>Karen Coopman</th>
<th>Brad Erickson</th>
<th>Judith Fraschella</th>
<th>Shawn Taylor</th>
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</table>
**Faculty service to the university**
The merge with Humanities has created new and different demands for service of the LS Faculty.

**Advising**
Until Fall 2016, the LS faculty committed up to two hours a week to program advising on top of their usual office hours. Because our over 500 LS students had to choose their core courses from menus of options, make decisions about their emphasis patterns, and determine the best use of prior coursework (especially in the case of transfer students or those changing their major to LS), the LS program required more advising hours than other major on campus. Before the merge, the LS program had a full-time “coordinator” who devoted most of her time to advising students. With the merge, however, we lost this position. As a result, we were tasked by our then-Dean with finding ways to cut back on students’ advising needs and make advising more efficient. The School Director consequently added four to five hours a week of dedicated LS advising to her workload, revised the advising worksheets to make them more accessible to students, and began to hold graduation application workshops at the beginning of every semester.

In Fall 2016, the LS faculty requested that they no longer be required to do extra advising, given that it created additional workload beyond that of the rest of the school faculty (whose Humanities advising can be accomplished within regular office hours). Much of the burden has now fallen to our Liberal Studies administrative staff person, Andrea Olson, whose job description has been changed to Student Services Professional as of January 2017. LS faculty continue to do some program advising, but now do so in the context of their regular office hours.

**Hiring and RTP**
Before joining the School of Humanities and Liberal Studies, the LS faculty did not participate in any faculty searches, nor did they serve on RTP committees as they all shared the same rank. The RTP committees evaluating them for retention, tenure and promotion were comprised of senior faculty from across campus who had served on the Liberal Studies Council. (Mariana Ferreira joined the LS program from Anthropology in Spring 2014, having already achieved the rank of Full Professor.)

Since the merge, Professor Ferreira has served on or chaired the RTP committee, and LS faculty have served on the hiring committees for our Visual Studies search (Hennessy, Ferreira) and our Science, Technology and Culture search (Hennessy, Augsburg, de Barros). In addition to their work on the LS curriculum committee, the LS faculty attend monthly School of HUMLS faculty meetings. The school faculty have had quite a bit of work since the merge setting up new RTP criteria and a faculty governance structure, including school by-laws.
University service
Before and since merging with Humanities, the LS faculty have served on various university committees, including the University Interdisciplinary Studies committee (as chair, Augsburg), the Senate Fellowship Committee (as chair, de Barros, and member, Augsburg), the faculty Senate (de Barros), Senate Curriculum Review and Approval Committee (de Barros), and the Baccalaureate Requirements Committee (de Barros, Hennessy), and the Affirmative Action Committee (Ferreira).

For the College of Liberal and Creative Arts, the LS faculty have participated in and served on the Technology Committee (de Barros), on a grade grievance committee (Augsburg), as mentor and judge for the Undergraduate Research and Creative Arts Showcase (Augsburg), and as coordinator for the CSU Humanities Student Research Competition (Augsburg).

Two of our faculty have been instrumental in creating and directing minors on campus: Mariana Ferreira re-wrote and co-directed the Global Peace, Human Rights & Justice Studies Minor for eight years, and Nick Sousanis coordinates (and was instrumental in creating) the new Comics Studies minor (housed in our school). Logan Hennessy has been helping coordinate, with support from a College of Education grant, the Liberal Studies Elementary Subject Matter Requirement program as well as the Integrated Teacher Education Program.

LS Faculty have contributed to campus culture in a number of other ways as well, including leading workshops at the annual SFSU Faculty Retreat (Ferreira, Augsburg, Sousanis), organizing ten annual SFSU Human Rights Summits (Ferreira), directing the SFSU Right to Know Project (Ferreira, see http://righttoknow.sfsu.edu/), consulting on rubrics for assessing writing (Augsburg), taking initiative on student e-portfolio implementation at the university (Augsburg), and serving as an SFSU Learning Fellow (Augsburg).

Evaluating teaching effectiveness
The Liberal Studies faculty take teaching very seriously, and are particularly committed (as noted earlier) to developing high impact pedagogies that also model, for our students who plan to be future teachers, diverse pedagogical approaches. The School of HUMLS evaluates all teachers – lecturer and tenure/tenure-track – in two ways: by the same criteria as codified in the university SETE process and by our own internal peer-review process. (The SETE questions and our School’s RTP criteria are available in the Appendix.) Regardless of rank, all classes are evaluated by SETEs, which become part of the Working Personnel Action File (WPAF) of faculty going up for retention, tenure, and promotion, and are regularly monitored for senior faculty by the school director and for post-tenure reviews. Peer reviews are conducted twice a year for probationary faculty, and at least once a year for tenured faculty going up for promotion to full. Lecturers’ SETE scores are reviewed every year, and every three years lecturers undergo a “comprehensive” review, which requires peer review as well as SETEs.
In our evaluation of teaching effectiveness, we strive to include qualitative as well as quantitative data, and to take into consideration the full range of factors contributing to the success or challenges of any particular course. Our faculty generally receive very good scores on their SETEs (on average, around 1.7 on a scale of 1-5), and high student praise in their comments on SETEs. The school has been, since the merge, holding regular faculty colloquia on issues in teaching, giving particular attention to the types of assignments we use for formative and summative assessments of our students.

**Support for probationary faculty**

Our original LS faculty all received tenure in 2013, while they were still part of an independent program. Their support and mentorship came entirely from colleagues outside of their unit, and was arguably less than adequate for much of their probationary period, although they were all able to achieve tenure and promotion on time in spite of that.

The first new TT hire in LS since the original hiring of LS faculty (in 2007) came as a result of our merge, when the College of LCA granted us positions in Visual and Cultural Studies in 2015 and in Science, Culture, and Society in 2016. Both of these hires were to the School of Humanities and Liberal Studies (rather than, specifically, Liberal Studies), with the intention that they would bring new interdisciplinary curriculum that could be shared between the two main programs of our school.

The RTP Committee and the School Director both participate in mentoring our probationary faculty. Probationary faculty meet with the RTP Committee Chair for advice prior to submitting one’s file, and then receive written feedback from the committee and the chair as part of the review process. We have not required meetings between candidates for retention and RTP committee, either during or after reviews, but are considering instituting them going forward as an opportunity for richer dialogue about candidates’ progress toward tenure.

The Director meets regularly with probationary faculty to discuss an array of matters, from course and program development, pedagogical issues and ideas, and scheduling, to opportunities for funding, and other questions concerning professional development. Feedback from new assistant professors reinforces our concern that, due to the busy schedules of our commuter faculty, there are too few opportunities outside monthly faculty meetings for faculty to congregate and exchange ideas. We hope to find ways to make these happen going forward.

**Support for post-tenure faculty**

Post-tenure faculty typically find themselves at least as busy as they were pre-tenure at SFSU, given the degree to which service tends to fall to them on top of their regular 3/3 teaching loads, and opportunities for course release or semesters off tend to fall more regularly to probationary faculty. The School Director has tried to make sure that requests for faculty service are evenly distributed, and to support
tenured faculty – through modest financial assistance, when possible – in their research agendas. For RTP, the burden has fallen disproportionately to Mariana Ferreira, given that she is the sole full professor among the LS faculty. As the remaining original LS faculty go up for promotion to full (this year and next), we expect more will be able to contribute to RTP service going forward.

**Support for lecturers**
Lecturers in the School of Humanities and Liberal studies are invited to most faculty meetings and colloquia. While they do not vote on curricular issues, their input is regularly welcomed should they respond to solicitations for input. (Lecturers are not required to participate in curriculum development.)

When the budget allows, for the last three years, the school director has offered travel money to lecturers who give papers at academic conferences. Two to three lecturers a year have taken up this offer, and the budget has been able to accommodate them. We are not sure, however, if future budgets will allow for this ongoing support, although we feel it is important that our lecturers get university support for professional development.

**Reflection on Faculty issues**
While the LS faculty are generally content with the conditions of their teaching and other academic work, we have identified a few areas that warrant particular attention going forward.

Perhaps most importantly, the LS faculty would like more support for service within the school. Currently, the Director receives no additional course release than she received prior to the merge when she was Chair only of the Humanities Department (.40), and when the LS program had a .20 Chair as well as an additional full-time advisor/coordinate. The LS program would benefit from the addition of a .20 LS Coordinator, who would oversee curriculum review and advising in the Liberal Studies program. Ideally, this position would rotate among the LS faculty either annually or bi-annually.

Given the growing emphasis in Liberal Studies on teacher training that will come with the ESMR and ITEP programs, the LS program would also benefit from another tenure track line for someone dedicated to teacher education, perhaps as a joint hire with the College of Education.

We would, as noted above, like to develop a more structured mentoring program for our probationary faculty. We would also like to develop more opportunities within the School, and perhaps sponsored by the School for the larger community, for faculty to congregate around shared research interests.
3.5 Resources

The School of Humanities and Liberal Studies shares an operating budget between HUM and LS, generated by the College each year, for most of the school’s regular expenses. These include office supplies (like printers and printer cartridges, paper, staplers, fans for the staff offices, etc.); instructional equipment beyond the purview of Academic Technology (such as the big-screen TV in our meeting room, an external blu-ray player, and equipment for the hands-on Science course); honoraria for course-related guest speakers; contributions to sponsored events in the College; travel insurance for faculty traveling overseas; hospitality expenses for faculty retreats, advising events, and public receptions; occasional travel expenses for lecturers giving papers at conferences.

The Liberal Studies Student Organization sponsors an annual students scholarship of $500. The LS program otherwise does not have any dedicated scholarship funds.

While office space is at a premium in the Humanities building, all of the LS tenure-line faculty have their own office, and the School Director has a larger office that serves as a meeting and advising space as well. One of our faculty people, Nick Sousanis, has a larger office that doubles as the new Comics Studies lab, where smaller classes are held as well as student organization meetings. Our LS advisor has her own office (which is on the small side, as it houses student files and accommodates meetings with students), as does the AOC.

In addition, the School of Humanities and Liberal Studies has a larger meeting and seminar room, which is where most faculty meetings, receptions, and other larger events take place.

The LS program remains strained in the area of advising, and we anticipate, with the new ESM program and ITEP program coming down the pike, that our advising needs may grow significantly. While reclassifying our AOC as a Student Services Professional has allowed her to give her attention more fully to advising students (while redirecting some of her administrative tasks to our other AOC), this reclassification for the most part was in name only, as she was already devoting most of her time to advising. We need either to acquire more resources to devote to advising, or to find ways to better use existing resources. (See our thoughts about creating a new faculty coordinator with .20 release time, above.)

Our two staff are dedicated and good at what they do. We have had some bumps in the road with the merge, as we worked to create an equitable division of labor. The former Humanities Department AOC’s workload has increased significantly (with no increase in salary for many years, in spite of repeated efforts to get her a raise), as she now processes paperwork and schedules classes for almost twice as many faculty as she did before. The student traffic has also been a source of some tension among the two staff, as LS students invariably (and in spite of clear signage) request LS advising from the School’s AOC (who does no advising at all).
SECTION FOUR: CONCLUSIONS, PLANS, GOALS

In summary, the LS program continues to play a critical role in undergraduate education at SFSU, particularly in the education of future elementary teachers in. The recent merge with the Department of Humanities has generated new resources and possibilities for the LS program at the same moment that the State of California has generated new alternatives for strengthening the pathway from Liberal Studies to elementary subject matter credentials and to our own multiple subject credential program at SF State.

We believe we are at an exciting and crucial moment in the program’s history, when we can build an LS program that offers a truly coherent experience to its majors built around an interdisciplinary curriculum that is relevant to 21st century workplaces, communities, and life. We have already begun to map out the contours of a new LS core curriculum that focuses on promoting students’ ability to explore, analyze and produce knowledge in diverse ways (through writing, drawing, performance, individually and in collaboration with others), to engage with important social, cultural, historical, and scientific issues, and to integrate the various strands of their education in ways that are relevant to them.

Furthermore, we’ve nearly completed the work of identifying courses that will form a streamlined advising path, eventually a concentration, through the major for students who wish to acquire an ESM CSET waiver and eventually for those who seek an integrated four-year BA/Credential.

Our developing curriculum revisions also begin the process of identifying courses that can be shared by the Liberal Studies and the other programs in the School, particularly Humanities, but also American Studies and Comics Studies. Our new draft program includes more courses cross-listed between Humanities and Liberal Studies, and we are considering as well the possibility of developing future concentrations in Humanities and American Studies within the Liberal Studies major. We are not rushing these possibilities, however, as the differences among the goals and purviews of our various degree programs are still serious enough to present obstacles to moving forward with any dramatic merging of our curricula.

Our goal is to have a revised LS curriculum, including separate concentrations in teacher preparation and interdisciplinary studies, ready to submit by the end of Spring 2018. We expect, as well, to have our ESMR program approved by the CTCC by early Spring 2018. The ITEP program is hoping to have a proposal ready also by the end of next semester.

We believe that the importance of the current and future role played by the LS program warrants some increase in support, in the form of at least a course release for a LS faculty coordinator, and an additional future tenure-track hire of someone with expertise in elementary education, perhaps as a joint hire with the College of Education.
SECTION FIVE: APPENDICES
In completing this worksheet, consult a Liberal Studies advisor and the back of sheet for approved courses. Students must maintain an average 2.0 GPA in the major courses listed below. Two courses may be taken for a CR grade. TR = courses transferred to SFSU.

**CORE (31 upper division units) Prerequisites: completion of GE Segment I & ENG 214 or equivalent)**

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<th>Course</th>
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<th>Units</th>
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**BEYOND THE CORE (15 units; up to 6 units can be lower division)**

Option 1: Minor ______________________ (Sign up for minor with advisor in that program; indicate artifacts chosen for two of minor courses below)

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<th>Term</th>
<th>Units</th>
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Option 2: Emphasis + Elective (see LS website for 12-unit Emphasis pattern options)

*Title of Emphasis: ____________________________*

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Elective:

|                           |                        |    |      |       |       |
Menus of options for Core: Areas I and II (General LS major)

Area I – Communication, Language, and Literature
Literature (3 units) – Select one (or upper division literature course on approval):
AAS 322: Chinese American Language and Lit (UD-C, AERM, SJ)
AAS 332 Japanese American Art and Lit (UD-C, AERM, SJ)
AAS 352 Filipino American Literature, Art and Culture (UD-C, AERM, SJ, GP)
AAS 372 Vietnamese American Lit (UD-C, AERM)
AAS 512 Asian American Children's Adolescent Lit (UD-C, AERM SJ)
AFRS 645 Literature of Harlem Renaissance (UD-C, AERM, GP, SJ)
CWL 440: "Typical American": Narratives of Multiculturalism in the Americas (UD-C, GP)
CWL 450 Literary Crossings (UD-C, GP)
ENG 451/JS451/CWL 451 Jewish Literature of the Americas (UD-C, AERM, GP)
ENG 465 Post-Apocalyptic Science Fiction (UD-C, ES)
ENG 526 Age of the American Renaissance: 1830-1860 (UD-C, AERM, SJ)
ENG 533 Holocaust and Literature (UD-C, GP, SJ)
ENG 535 Literature and Ecology (UD-C, ES)
ENG 546 20th-Century Jewish Women Writers (UD-C, AERM, GP)
ENG 601 Literature and Psychology (UD-C)
ENG 602 Literature and Society (UD-C, AERM)
ENG 655 Literature and the Adolescent Reader (no GE requirements satisfied)
HUM 325: Comics and Culture (no GE requirements satisfied)
LTNS 560 Contemporary Latina/o Literature (UD-C, AERM, SJ, GP)
WGS 541 Women Writers and Social Change (UD-C, AERM, SJ, GP)
WGS 551 Queer Literatures and Media (E1, UD-C, AERM, SJ, GP)

Communication Studies (4 units) – Select one:
COMM 551: Persuasion
COMM 552: Women and Words
COMM 553: Oral Interpretation of the First Person Voice
COMM 554: Oral Interpretation of Children’s Literature
COMM 559: Theory and Practice in Advanced Public Speaking
COMM 557/LS 403: Performance & Pedagogy of the Oppressed for Educators

Area II – Life Science, Physical Science, Mathematics
Life Science – Select one:
BIOL 300: Nature Study (UD-B, ES)
BIOL 310: Biology for Today's World (recommended for future teachers) (UD-B, ES)
BIOL 313: Principles of Ecology
BIOL 318: Our Endangered Planet (E1, UD-B, AERM, ES, GP)
BIOL 326: Disease! (UD-B, GP, SJ)
BIOL 327: AIDS—Biology of the Modern Epidemic (UD-B, GP)
BIOL 330: Human Sexuality (E1, UD-B)
LS 430: The Future of the Forests (UD-B, ES, GP)

Physical Science – Select one:
LS 309: Physical Sciences for Elementary School Teachers (recommended for future teachers)
LS 310: Physics for Future Teachers (recommended for future teachers)
CHEM 380: Chemistry Behind Environmental Pollution (prereq: CHEM 115)
ERTH 310: The Violent Earth (UD-B, ES)
ERTH 325: Geology of the National Parks (UD-B, ES)
ERTH 330: California Water (UD-B, ES)
ERTH 335: Global Warming (UD-B, ES, GP)
ERTH 360: California Weather Events (UD-B, ES, GP)
ERTH 365: Extreme Weather in a Warming World (UD-B, ES, GP)
In completing this worksheet, consult a Liberal Studies advisor and the back of sheet for approved courses. Students must maintain an average 2.0 GPA in the major courses listed below. Two courses may be taken for a CR grade. TR = courses transferred to SFSU.

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<td>Area III – Behavioral and Social Sciences</td>
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<td>Psych/Family/Hum Dev:</td>
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<td>Hist/Geog/Calif:</td>
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<td>Area IV – Creative Arts and Humanities</td>
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<td>HUM 425 Thought and Image: Humanities</td>
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<td>LS 426 Thought and Image: Creative Arts</td>
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<td>Culminating Experience</td>
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<td>LS 690 Liberal Studies Senior Seminar</td>
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### TEACHER PREP EMPHASIS (15 units)

**Take both:**

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<td>Math 165: Concepts of the Number System for Elem Grades</td>
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**Choose three of the following (or approved alternative):**

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<th>Term</th>
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<td>EDUC 450 Art for Children (UD-C, SJ)</td>
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<td>E ED 603 Promoting Young Children’s Soc. And Emotional Dev. (UD-D, AERM, SJ; prereq PSY 330)</td>
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<td>HIST 114 World History to 1500 (D1, GP)</td>
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<td>KIN 401 Elem School Phys Ed, K-5</td>
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<td>MUS 601 Music for Children</td>
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<td>THA 451 Storytelling and Folk Literature (UD-C, GP)</td>
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<td>E ED 655 Hands on Science Education Experiences</td>
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Area I – Communication, Language, and Literature

Literature (3 units) – Select one (or upper division literature course on approval):

- AAS 322: Chinese American Language and Lit (UD-C, AERM, SJ)
- AAS 332: Japanese American Art and Lit (UD-C, AERM, SJ)
- AAS 352: Filipino American Literature, Art and Culture (UD-C, AERM, SJ, GP)
- AAS 372: Vietnamese American Lit (UD-C, AERM)
- AAS 512: Asian American Children's Adolescent Lit (UD-C, AERM SJ)
- AFRS 645: Literature of Harlem Renaissance (UD-C, AERM, GP, SJ)
- CWL 440: "Typical American": Narratives of Multiculturalism in the Americas (UD-C, GP)
- CWL 450: Literary Crossings (UD-C, GP)
- ENG 451/JS451/CWL 451: Jewish Literature of the Americas (UD-C, AERM, GP)
- ENG 465: Post-Apocalyptic Science Fiction (UD-C, ES)
- ENG 526: Age of the American Renaissance: 1830-1860 (UD-C, AERM, SJ)
- ENG 533: Holocaust and Literature (UD-C, GP, SJ)
- ENG 535: Literature and Ecology (UD-C, ES)
- ENG 546: 20th-Century Jewish Women Writers (UD-C, AERM, GP)
- ENG 601: Literature and Psychology (UD-C)
- ENG 602: Literature and Society (UD-C, AERM)
- ENG 655 Literature and the Adolescent Reader (no GE requirements satisfied)
- HUM 325: Comics and Culture (no GE requirements satisfied)
- LTNS 560: Contemporary Latina/o Literature (UD-C, AERM, SJ, GP)
- WGS 541: Latina/o Film and Media (UD-C, AERM, GP, SJ)
- WGS 551 Queer Literatures and Media
- WGS 560: Feminist Literary Theory
- WGS 570: Queer of Color Theory
- WGS 571: Topics in Critical Gender Studies

Communication Studies (4 units) – Select one:

- COMM 551: Persuasion
- COMM 552: Women and Words
- COMM 553: Oral Interpretation of the First Person Voice
- COMM 554: Oral Interpretation of Children's Literature
- COMM 555: Theory and Practice in Advanced Public Speaking
- COMM 557/LS 403: Performance & Pedagogy of Communicating

Area II – Life Science, Physical Science, Mathematics

Life Science – Select one:

- BIOL 300: Nature Study (UD-B, ES)
- BIOL 310: Biology for Today's World (recommended for future teachers) (UD-B, ES)
- BIOL 313: Principles of Ecology
- BIOL 318: Our Endangered Planet (E1, UD-B, AERM, ES, GP)
- BIOL 326: Disease! (UD-B, GP, SJ)
- BIOL 327: AIDS—Biological Center of the Modern Epidemic (UD-B, GP)
- BIOL 330: Human Sexuality (E1, UD-B)
- LS 430: The Future of the Forests (UD-B, ES, GP)

Physical Science – Select one:

- LS 309: Physical Sciences for Elementary School Teachers (recommended for future teachers)
- LS 310: Physics for Future Teachers (recommended for future teachers)
- CHEM 380: Chemistry Behind Environmental Pollution (prereq: CHEM 115)
- ERTH 310: The Violent Earth (UD-B, ES)
- ERTH 325: Geology of the National Parks (UD-B, ES)
- ERTH 330: California Water (UD-B, ES)
- ERTH 335: Global Warming (UD-B, ES, GP)
- ERTH 360: California Weather Events (UD-B, ES, GP)
- ERTH 365: Extreme Weather in a Warming World (UD-B, ES, GP)

Area III – Behavioral and Social Sciences

Psychocultural/Family Studies/Human Development – Select One

- LS 400: Social Science Core I
- AFRS 525: Black Child Development
- AAS 323: Chinese American Identities (E1, UD-D, AERM, GP, SJ)
- AAS 333: Japanese American Identities (UD-D, AERM)
- AAS 353: Filipino/a American Identities (UD-D, AERM, SJ)
- AAS 373: Vietnamese American Identities (E1, UD-D, AERM, GP, SJ)
- CFS 320: Children and Families
- HIST 469: American Childhoods: Past and Present
- PSY 330: Child Development (UD-B, SJ)
- RRS 625: Mixed Race Studies: A Comparative Focus (UD-D, AERM, SJ)
- WGS 515: Gender, Race and Reproduction (UD-D, AERM, GP)

History/Geography/California – Select One:

- LS 401: Social Science Core II (UD-D, ES, GP)
- AFRS 312: Kalifia: The Black Heritage in California
- AIS 410: Perspectives of Native California Indians (AERM, ES)
- AAS 510: Asian Americans in California (UD-D, AERM, SJ)
- GEOG/ENVS 600: Environmental Problems and Solutions (UD-D, ES, GP)
- HIST 450: History of California (UD-D, Cal State Loc Govt)
- LTNS 315: Latina/os in California (AERM, SJ)
The requirements and criteria for retention, tenure, and promotion as set out in a series of policies adopted by the Academic Senate and approved by the President are divided into three areas: (1) Teaching Effectiveness, (2) Professional Achievement and Growth, and (3) Contributions to Campus and Community. As required by University Policy on Retention and Tenure (Policy #F11-241), all faculty members in the School of Humanities and Liberal Studies who are being considered for retention, tenure, and promotion will be evaluated in each of those categories.

The primary emphasis of the School is on teaching effectiveness; excellence in the classroom is essential. As the School is interdisciplinary, judgments about Professional Achievement and Growth will vary with differences in disciplines, professional expectations within a discipline, and School objectives and goals. Contributions to Campus and Community are also an important benchmark toward retention, tenure and promotion. The School allows for a range of activities to count toward service to the School, University, field, and community.

I. Documentation


The RTP committee and School director 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.

II. Professional Education and/or Equivalency

An appropriate doctoral degree. or, in the case of artists, MFA is necessary for tenure or promotion in the School of Humanities and Liberal Studies.

III. Teaching Effectiveness

The School of Humanities and Liberal Studies considers the primary mission of its faculty to be teaching. To be considered for tenure or promotion, Humanities and Liberal Studies faculty members must excel in teaching according to the criteria listed below. The School expects 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. For probationary
faculty who lack experience in teaching and/or who are having difficulties with their teaching, the School will provide or recommend appropriate forms of assistance for improvement.

The following evidence will be used to evaluate teaching effectiveness:

1. Range and Breadth of Courses. Faculty members are expected to teach a variety of courses utilizing appropriate pedagogical modes. Candidates are expected to teach some combination of large introductory lecture courses, courses designed primarily for non-majors as well as courses for the major, core courses for the major, moderate-sized upper division lecture/discussion courses, undergraduate seminars and graduate seminars. The School expects faculty members to teach effectively within and beyond their area of specialized research.

2. Course Materials. As evidence of teaching effectiveness, candidates may include a variety of course materials in their WPAFs, including syllabi, bibliographies, reading lists, class projects and assignments, examinations, online resources and platforms, 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.

3. Peer Class Visits. Visits to classes by fellow faculty members are important to a new faculty member’s development as a teacher. For candidates for retention, tenure and promotion to associate professor, the RTP Committee and/or Director will ensure that at least two class periods per year are visited and reviewed by faculty member at a higher rank and at least once by the director of the School. For associate professors seeking promotion to full professor, the RTP Committee and/or Director will ensure that at least one class period per year is visited and reviewed by faculty member at a higher rank. The visitor will write a report of each class visit, assessing the quality of the candidate’s presentation, class materials, expectations, and ability to engage students, to be given to the faculty member for placement in the WPAF.

4. Student Evaluations. Students evaluate all courses each semester. The School regards these surveys as important because they provide a large representative sample of student reactions, and include both quantitative and qualitative evaluation. Scores of 1.5 or below on the questions of the survey instrument suggest highly effective teaching. Scores of 2.0 or higher suggest a need for improvement. We generally expect candidates for tenure and promotion to receive mean scores between 1.0 and 2.0. The School values improvement over time and gives more weight to the final two years prior to tenure if the earlier teaching evaluations fall outside the recommended range. In assessing student scores and comments, the School considers the impact of course size, academic level, student population, and extraordinary circumstances.

5. Student Letters. The committee takes letters written by students about a candidates teaching seriously, but because they usually represent a small sample of student opinion, they are not regarded as highly as classroom surveys. The School gives higher value to letters that are signed, dated and addressed to the committee or school director than letters addressed to the candidate. Student letters addressed to the candidate may also be
included in the WPAF if they are signed and substantive. Brief, casual notes of thanks will not add value to the WPAF and are discouraged.

6. Curriculum Development and Innovation. The school expects candidates for tenure or promotion to associate or full professor to develop, when appropriate, new courses or new versions of existing courses, new disciplinary or pedagogical approaches, and/or new areas of instructional expertise and that all courses will reflect the faculty members’ familiarity with current scholarship in an appropriate field. Attendance and presentation at professional conferences and workshops devoted to instructional and curricular improvement shall be taken into account.

7. Master’s Theses and/or Culminating Experience Requirements Supervision. The school expects those candidates assigned to teaching in the MA program to demonstrate teaching effectiveness through the regular and proportionate supervision of MA theses and Culminating Experience examinations as first or second readers, depending on the relevance of their area of expertise.

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

9. Mentoring of Graduate Teaching Assistants (GTAs) and Graduate Assistants (GAs). School expects candidates to take their turn in the mentoring GTAs and GAs.

10. Advising. Candidates must be reliably available to students during regularly scheduled office hours and knowledgeable about program requirements and academic resources available to students.

For promotion from associate to full professor, candidates should demonstrate continuing efforts to improve their teaching in the abovementioned areas. In addition, they should demonstrate leadership in developing teaching more broadly by contributing, when applicable, to:

• Mentoring junior faculty through classroom observation and sharing of teaching techniques;
• Leading program development and evaluation;
• Ongoing curriculum innovation and development.

IV. Professional Achievement and Growth

The School of Humanities and Liberal Studies maintain that faculty professional achievements and intellectual growth enhance the lives of students, the school, and the university itself. Our school evaluates scholarship according to its quality and impact, not according to quantitative measures of productivity alone.

Our programs are interdisciplinary, and the terminal degrees of our faculty are in different disciplines that can vary widely in terms of opportunities and criteria for publication, forms of presenting one’s scholarship in professional venues, and
disciplinary conventions and practices. These differences need to be recognized and respected in evaluating a candidate’s scholarly activities. The School may thus include on RTP committees faculty from other departments or programs who share the candidate’s particular area of expertise beyond that offered by faculty members of the School.

Retention:
The school expects candidates for retention to exhibit a pattern of professional achievement and scholarly growth during their probationary period. Unless otherwise specified at the time of hiring, this means that probationary faculty members are expected to make a significant scholarly contribution to the field and to continue to grow intellectually within their given areas of expertise, demonstrating clear progress toward meeting the standards for tenure and promotion.

Tenure and Promotion to Associate Professor:
The school expects candidates to demonstrate professional achievement and growth by the publication of original research, either in the form of a monograph, or three articles in appropriate peer-reviewed journals, or chapters in peer-reviewed books or anthologies, or an equivalent combination of books, articles, and chapters.

Promotion to Full Professor:
The school expects candidates to have demonstrated a sustained record of scholarly achievement either in the form of a monograph, or three articles in appropriate peer-reviewed journals, or chapters in peer-reviewed books or anthologies, or an equivalent combination of books, articles, and chapters. In addition, the school expects candidates to be able to demonstrate significant impact of their scholarship. As the candidate will have developed into a mature scholar, value will be accorded both to published works of original research and those that synthesize and integrate knowledge, revealing new patterns of meaning and new relationships between the parts and the whole. A textbook offering original insights, a critical edition or annotated translation, or an edited anthology, would carry the same weight as a monograph.

1. The highest value is given to original work in the form of monographs, anthologies, journal articles or book chapters that have been published by university presses or other presses appropriate to the faculty member’s field, including scholarship on teaching and learning, that employ a rigorous peer-review process. The following peer-reviewed publications are deemed appropriate:

- Books including manuscripts that have been accepted for publication and are in production;
- Articles in peer-reviewed journals;
- Articles/chapters in peer-reviewed books, including conference proceedings;
- Chapters in peer-reviewed anthologies;
- Collaborative (co-authored) peer-reviewed books, articles and chapters (the relative contributions of the candidate must be clearly stated and significant);
- Creative work published, performed or exhibited in juried or peer-critiqued forms/venues that are recognized as significant in their respective fields;
Textbooks that offer original insights and perspectives (as deemed by scholarly reviewers, pre- or post-publication);
- Critical editions and annotated translations of significant texts;

2. The following evidence of professional achievement and growth is appropriate when presented in combination with items above.

- Peer-reviewed manuscripts, articles and chapters under contract but not in production
- Work that has been published in the form of invited or editor-reviewed articles, book chapters, book reviews, encyclopedia entries;
- Articles for popular audiences linked to one’s area of expertise;
- Editing and/or introducing an anthology, a collection of essays, or a special issue of a professional journal;
- Serving as the chief editor of a professional journal (which we count primarily as “service” although it also underscores one’s professional reputation);
- Significant contributions to online sites that contribute to scholarly discourse, such as blogs, exhibits, or archival projects;
- Unpublished manuscripts that have been reviewed and commented on by appropriate objective experts;
- Presentation of research at peer-reviewed professional meetings or other scholarly gatherings;
- Recognition of professional achievement through awards, fellowships, and appointments;
- Securing an external grant for federal or other funding for the individual’s scholarly research.

3. The following evidence of professional impact is deemed appropriate:

- Scholarly citations of one’s published work;
- Invitations to speak at conferences or other scholarly venues;
- Invitations to serve on editorial boards of peer-reviewed journals or university presses;
- Invitations to serve as external reviewer of faculty retention, tenure, or promotion reviews at other institutions;
- Invitations to review manuscripts for peer-reviewed journals or university presses.

External Letters of Evaluation
In order to fairly judge the significance of a candidate’s scholarly output, the School will refer to the prevailing standards and expectation of the candidates field(s), as demonstrated by the full range of evidence, including outside evaluations solicited by the Director, chosen in consultation with the RTP committee and the candidate.

Candidates may propose up to six outside reviewers. The RTP committee, in consultation with the school director, may add up to six additional outside reviewers. The RTP
committee, the candidate, and the school director will discuss the list of up to twelve possible reviewers to arrive at a final list of six potential reviewers. During this stage of the process all parties have the right to veto suggested reviewers while maintaining a balance between the two lists. The RTP committee will select and rank reviewers from the final list with the goal of securing at least three reviews for inclusion in the candidate’s WPAF. The RTP committee will not reveal to the candidate the names of the final evaluators until their letters have been received.

- Reviewers shall not have been the candidate’s dissertation chair or committee member, or have a close, extensive collaborative relationship with the candidate;
- Reviewers shall not be SFSU faculty members nor relatives;
- Reviewers shall be from peer institutions, and hold a higher rank than the candidate being reviewed;
- Reviewers will be asked to include a description of their relationship to the candidate and state potential conflicts of interest they might have in doing the review;
- Reviewers will be informed that candidates have access to their letters.

Candidates shall provide the RTP committee the following materials to be sent to reviewers by June 1 before the fall semester in which the candidate's file is due:

1. Personal statement
2. Current CV
3. All of candidate’s scholarly relevant work produced during the period under review

The RTP Chair will begin the invitation process, track the process of securing the external reviews, answer questions from the reviewers, receive review letters, and place letters in the candidate’s WPAF;

The RTP chair will add a biographical sketch of each outside reviewer to the WPAF.

V. Contributions to Campus and Community

The School 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. For retention, tenure and promotion to Associate and Full Professor, the candidate is expected to demonstrate the ability to work well with colleagues and staff and a willingness to share the burden of administrative tasks. For
promotion to Full Professor, the candidate is expected to demonstrate the ability and willingness to take on leadership roles in the school in constructive and collegial ways.

A. School-related service can include:
   • Service on standing or ad-hoc committees;
   • Taking leadership roles (serving as school director, associate director or acting director, chairing RTP or other school committees, coordinating the Graduate Program, the American Studies program, etc.);
   • Sponsoring student organizations;
   • Program Advising;
   • Contributing to the School Website.

B. Campus Service can include:
   • Service on College committees;
   • Service on the Academic Senate and University committees;
   • Contributing to campus interdisciplinary programs;
   • 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 can include:
   • 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 online 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;
   • Serving as a program reviewer at another institution;
   • 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);
   • Other outreach activities, including: workshops and talks geared towards community groups, alumni groups or educational institutions;
   • Active participation in Community Service Learning Courses or supervising student internships
Please evaluate the teaching effectiveness of your instructor. Your responses are important and will play a significant role in performance evaluations and in retention, tenure, and promotion decisions and post-tenure reviews. Your responses are anonymous, and your instructor will receive this feedback only after course grades have been assigned. For items 1.1-1.5, rate the item on a scale ranging from the most positive response on the left (option 1) to the least positive response on the right (option 5).

1.1 The instructor defined the course objectives, learning activities, requirements and grading policies clearly in the syllabus.  
   Strongly Agree  ○  ○  ○  ○  ○  Strongly Disagree

1.2 The course was organized in a way that helped my learning.  
   Strongly Agree  ○  ○  ○  ○  ○  Strongly Disagree

1.3 The instructor created experiences that stimulated my learning.  
   Strongly Agree  ○  ○  ○  ○  ○  Strongly Disagree

1.4 The instructor provided helpful and timely feedback on my performance and progress throughout the semester.  
   Strongly Agree  ○  ○  ○  ○  ○  Strongly Disagree

1.5 The instructor was open to a variety of points of view.  
   Strongly Agree  ○  ○  ○  ○  ○  Strongly Disagree

1.6 For item 1.6, please rate the overall effectiveness of your instructor on a scale ranging from the most positive response (highly effective) to the least positive response (ineffective).  
   Highly Effective  ○  ○  ○  ○  ○  Ineffective

2 Humanities & Liberal Studies Questions

2.1 What aspects of this class do you think worked well during the semester?

2.2 What changes do you think should be made to this class to make it more effective?

2.3 Please use this space to write any comments about this class that you feel are relevant.
Elementary Subject Matter Requirements: Course Scope
Liberal Studies Major at San Francisco State University

NOTE: Not all of courses listed here are required; some are alternatives. Total required units in each domain are given in parentheses.

CURRENT TOTAL: 84 units

**Reading, Language, and Literature (21 units)**

*CD 655: Dynamics of Communication Development.* Exploration of the acquisition patterns of normal speech, language, and pragmatic behaviors.

*E ED 681 Teaching Language and Literature with Elementary and Middle School Students.* Introduction to children's literature from picture books to chapter books. Topics include history of children’s literature, use of children’s literature in the preschool to grade 8 classroom, multicultural and multilingual children’s literature, and author and genre study.

*ENG 114 First Year Composition.* Critical thinking skills in reading and writing.

*ENG 214 Second Year Written Composition:* English. Flexible reading and writing skills for academic inquiry and for engaging with social issues; varied composing and revising skills; critical analysis and self-reflection, with special attention to rhetorical variation; fine-tuning research.

*LS 690 Senior Seminar.* Interdisciplinary theory, research, and practice. Examination of key questions and complex problems from multiple perspectives through preparation of a substantial piece of work. (Can count toward depth of study: final project will be in one of the 7 areas.)

*COMM 150 Fundamentals of Oral Communication.* Introduction to communication in interpersonal relationships, group interactions, and formal speaking. Skill development in listening, speech preparation, and oral presentation.

*COMM 554 Oral Interpretation of Children’s Literature.* Focus on adults reading stories, poetry, and nonfiction to children ages 5 to 12 years old. Skills for translating the printed page into an oral performance. [Will be COMM 554]

**History and Social Science (12 units)**

*HIST 114 World History to 1500.* The world’s civilizations from 4500 B.C.E. to 1500 C.E.
**HIST 115 World History since 1500** The world’s civilization from 1500 C.E. to present.

**HIST 120 History of the US through Reconstruction.** History of the U.S. from Colonial times to the end of Reconstruction and the beginnings of the Industrial Age. Political, constitutional, economic, and cultural aspects of American life as they developed both nationally and locally.

**HIST 450 History of California.** California through the Spanish and early American periods to the present.

**Mathematics (9 units):**

**MATH 165 Concepts of the Number System.** Understanding operations with whole numbers, fractions, and decimals. Problem solving strategies, numeration systems, and elementary number theory.

**MATH 365 Advanced Number Systems** Designed for prospective multiple subject credential candidates, continues work done in MATH 165 with decimals and percents. Introduces operations with negative numbers. Additional topics include problem solving and elementary number theory.

**MATH 565 Concepts of Geometry, Measurement, and Probability.** Designed for prospective multiple subjects credential candidates. Spatial relationships and inductive reasoning in geometry, measurement emphasizing the metric system, and elementary statistics and probability.

**Science (18 units):**

**LS 309 Physical Science for Teachers.** Understanding through inquiry the structure and property of matter and principles of motion and energy.

**BIOL 100 Human Biology.** Principles of human biology. Body structure and function, reproduction, development, heredity, and evolution. Aspects of modern biology impacting the human species.


**SCI 250 Physical Principles of Earth and Space Science with Lab** (proposed course) Interdisciplinary curriculum that integrates physics, astronomy, geology, oceanography, and atmospheric science for pre-service multiple subject teachers. Aligned with Next-Generation Science Standards (NGSS).
or

**ERTH 110 Our Dynamic Earth.** Investigating the geologic processes that are continually shaping our planet, emphasizing the connections between humans and nature and the process of scientific discovery.

and

**ERTH 365 Extreme Weather.** Atmosphere and ocean as agents of catastrophic change; fluctuations in atmospheric and oceanic circulations and their environmental impacts; implications of human modification of the ocean-atmosphere system; and weather variability as evidenced by recent floods, droughts, and severe weather.

**E ED 655 Hands on Undergraduate Science Education Experience** Application of knowledge of core science concepts to the teaching of elementary school children; design, implement, and analyze the effectiveness of inquire-based science learning activities to explore how children learn science.

**Visual and Performing Arts (15 units)**

**DANC 350 Dance Aesthetics: Cultural/Historical Perspectives.** Cultural and historical exploration of dance for the viewer, including dance theatre and folk forms and their place in arts and culture.

**MUS 601 Music for Children.** Musical materials, concepts, and skills appropriate for use in elementary classrooms. Music fundamentals applied through development of basic skills on an instrument: guitar, recorder, or piano.

**TH A 452 Theatre in Education.** Methods of integrating theatre techniques into K-12 classroom curriculum. Selected applications from the following: improvisation, storytelling, and creative dramatics.

**E ED 450 Art and Learning.** Principles and practices of curriculum planning and instruction for teaching art to K-5 children. Discussions of theory and practice coincide with hands-on art making and curriculum development.

**ART 201 Western Art History I.** Conceptual and technical relationship of visual culture to the social, political, and economic life of the Ancient Greek, Ancient Roman, Byzantine, Early Medieval, Romanesque, Gothic, Renaissance, and Southern Baroque periods.

**Physical Ed (3 units)**

KIN 308 Instructional Analysis: Fitness Activities. An analysis of the fundamental skills and strategies needed to develop, implement and teach a variety of health related fitness (HRF) concepts and activities for the K-12 school settings.

KIN 487 Motor Development. Developmental perspective on the physical, psychological, and social factors which contribute to the acquisition of motor control and movement performance from the prenatal stage through old age.

KIN 536 Movement for Individuals with Mild Disabilities. Mild and moderate disabling conditions throughout the lifespan as they relate to the development and efficiency of movement with implications for design and conduct of movement programs, inclusion and evaluation of individual needs.

Human Development (6 units)

CAD 210 Introduction to Applied Child and Adolescent Development. Growth and development of children from prenatal stage through adolescence and its relevant application in work with children and families; physical, cognitive, linguistic, social, moral and emotional aspects of development.

CAD 410 Applied Child and Youth Development. Understanding of child and adolescent development based upon research and particularly its application to practice.


AFRS 200 Introduction to Black Psychology. Theories, characteristic methodologies, and applicability to the African American behavioral experiences and interface with other cultural communities.

Depth of Study (incorporated in 84 units)
RLL: CWL 255, ENG 423, EED 681, ENG 655
SCIENCE: BIO 100, BIO 310, LS 309, one of: SCI 250, ERTH 110, ERTH 365
VPA: DANC 350, MUS 601, EED 450, THA 452
Human Development: CAD 210, CAD 410, THA 452, KIN 401