I. INTRODUCTION

The Department of Anthropology holds that the ready availability of pertinent information, including faculty personnel policies, is vital to the mission of the University and the maintenance of a high quality faculty. Thus the department herein establishes its specific criteria and evaluation governing the retention, tenure, and promotion of Anthropology faculty. Although the department holds the position that evaluation of faculty members will depend on mature peer judgment, every reasonable effort will be made to minimize subjectivity on the part of the evaluating panel (Department Personnel Committee) and the Department Chair through the judicious application of appropriate indicators to aid in the review process.

Therefore, the following Personnel Guidelines (hereafter identified as Department Standards) constitute the department’s objective statement as to evaluation criteria. This statement, moreover, reflects and reaffirms the department’s long-standing position that the students, the University, and the community are best served through the wide diversity of interests and areas of expertise held by the various members of the Department of Anthropology. In this diversity lies not only strength but a fertile ground for the cross-pollination of ideas. Each faculty member being considered for personnel action has the responsibility to prepare as completely as possible the required information and documentation for the Portfolio and to deliver it to the Chair of the department in accordance with the governing timetable. The Portfolio shall be appropriately documented and organized.

Probationary faculty joining the department after August 17, 2001 follow UPS 210.000 and the Department Standards in the preparation of a Developmental Narrative and a Portfolio. Probationary faculty joining the department prior to August 17, 2001, who have approved Development Plans, follow UPS 210.000 and the Department Standards in the preparation of a Portfolio that includes the Development Plan in lieu of a Development Narrative. For those faculty who have approved Development Plans, progress towards retention, tenure and promotion will be measured against expectations in UPS 210.000 and the Department Standards. All faculty will use the following major categories for the Portfolio: Teaching, Scholarship and Creative Accomplishments, and Professional, University, and Community Service.

The Developmental Narrative describes the faculty member’s professional goals, areas of interest, resources required and accomplishments (s)he expects to achieve in each of the three areas to be evaluated in order to meet the Department Standards for retention, tenure, and promotion. This narrative will have no formal approval process, but will be reviewed by the department chair and the dean who will each provide written feedback on a timetable to be determined by the College of H&SS, but prior to May 1st. The narrative shall be included with the self-assessment narratives in the faculty member’s Portfolio that is submitted for retention review during the second year in the tenure-track position. During subsequent years, the developmental narratives may be revised to reflect changes and professional growth that will normally occur during the probationary period.

To provide guidance, advice, and support to the probationary faculty member during the year in which the Departmental Narrative is prepared, the department chair will before the end of
the first two weeks of the first teaching semester consult with the probationary faculty member
and designate one or more tenured faculty members (other than the chair) to serve as mentor(s).
At any time thereafter, the probationary faculty member or mentor may request the department
chair to make a change of assignment.

II. SPECIFIC CRITERIA FOR EVALUATING FACULTY

1. TEACHING

The following specific indicators will be used in the evaluation of Anthropology faculty. See the
end of this section for reference to retention, tenure, and promotion within this category of
evaluation.

a. Student Evaluations:

Student evaluations shall be administered in accordance with the approved departmental
procedures which ensure that faculty members who are the instructors of the classes being
evaluated are not present in the classroom during the evaluation process and that they do not see
the results of the evaluation until after they have submitted their grades.

Student opinions of faculty teaching will be obtained in every class through the use of
student opinion forms. All Portfolios will include such student opinion forms from all classes at
CSUF during the probationary period for which the students received university credit.

The forms are sent to the Computer Center, where they undergo standard statistical
analysis. The comparative data printed out by the Computer Center are placed in the Portfolio
and the forms themselves, with the students’ evaluative commentaries written on the reverse
side, are placed in the appendix of the Portfolio. The Computer Center printout provides the
mean score for each evaluative item in each class, and also provides a single score averaging all
the means for the evaluative items. Thus each class is given a single score of averaged means,
and this score is evaluated as follows: 3.300-4.000 excellent, 2.750-3.299 good, 1.900-2.749
poor.

For retention, tenure, and promotion considerations, the teaching performance of the
entire probationary period will be evaluated.

b. Grade Distributions:

Statistical summaries of grade distributions from all classes taught at CSUF during the
probationary period for which students received university credit as well as any material that
may help interpret these statistical summaries shall be included in the Portfolio.

c. Peer Evaluation of Teaching (see Attachment: Evaluation of Teaching Forms):

Each faculty member under review shall arrange an appropriate time for class visits by at
least two members of the Department Personnel Committee. In addition, a faculty member under
review may invite one or more colleagues to visit classes and review teaching performance. The
faculty member will provide each observer with a current course syllabus at least one week
before the visitation occurs. The faculty member and each observer will meet to discuss the
evaluation, and the faculty member may write a one-page response to issues raised by the
evaluation. The response should include specific action plans to address potential or actual
problems.

Each observer and the faculty member will schedule a second meeting (follow-up
evaluation) to be held after the faculty member has a preliminary or final grade distribution for
the course in question. This second meeting entails a discussion of assessments and evaluation procedures.

Meetings and documents that result from peer evaluation of teaching are confidential. Observation reports are to be prepared on a standardized form (attached) and are signed by the observer and placed in the Portfolio of the instructor under review. The Department Chair and any member of the Department Personnel Committee may then cite the observation reports in writing his/her evaluation, thereby preserving anonymity.

d. Department Chair Evaluation of Teaching:
Each faculty member under review shall arrange an appropriate time for a class visit by the Department Chair. The Chair will use the forms provided in the Attachment and will discuss the evaluation with the faculty member, and this evaluation, with the response (if any), will be placed in the Portfolio.

e. Other Indicators (to be used as appropriate):
Numerous and diverse activities demonstrate teaching excellence in the field of anthropology. In all personnel decisions, the department of anthropology considers the bulleted activities listed below. Some or all of the bulleted items in each category below should be discussed in the faculty member’s teaching narrative and should be documented in the Portfolio.

Evidence demonstrating teaching mastery and currency for each pedagogical skill described in UPS 210.000 may include:

“A successful faculty member demonstrates mastery and currency in his or her discipline...”

- Undertaking post-doctoral training, internships, and earning professional licenses that will help to advance students’ anthropological skills or knowledge and updates or enhances the instructor’s knowledge of the discipline.
- Enrollment in courses that will help to advance students’ anthropological skills or knowledge and updates or enhances the instructor’s knowledge of the discipline.
- Research projects that are directly related to the faculty member’s specific teaching techniques.

“...and help students to learn...within...the classroom.”

- Regular teaching duties.
- Self-assessment of teaching.
- Development and/or use of audiovisual techniques or materials to demonstrate points to the class (e.g. documentary films, slides, tapes, collections, computer applications).
- Peer evaluation of teaching.
- Student opinion forms.
- Letters and other written commentary from students, faculty, and others who are acquainted with the instructor’s teaching performance.
- Grade distributions.
- Participation in teaching programs outside the department or in interdisciplinary activities.

“...and helps students to learn...outside the classroom”

- Advisement of CSUF M.A. students (documented through degrees completed and those in progress).
• Advisement of CSUF graduate and undergraduate students for independent studies and
  internships.
• Serving on M.A. and Ph.D. committees outside of the department and/or at other institutions.
• Students’ professional activities that reflect upon their major or supporting advisors,
  including presentations, films, computer applications, teaching collections, grants,
  performances, publications, acceptance into advanced degree programs, scholarships, and
  fellowships.
• Collaborative work with students, including films, exhibitions, computer applications,
  presentations, grants, performances, and publications.
• Organizing or participating in seminars, workshops, courses, or special training or discussion
  sessions that help students to advance their anthropological skills and knowledge.
• Working with students to further their pedagogical skills (e.g. helping them design syllabi or
  prepare and deliver a lecture).
• Helping students establish linkages with other universities, faculty, and students through
  attendance at professional meetings, use of the internet, etc.
• Lectures presented to university and/or community audiences with the purpose of instructing
  others about the discipline of anthropology.

"...and provide opportunities for students to develop the skills necessary to contribute to
society."
• Inclusion of service learning activities into courses
• Assessment of the efficacy of service learning

In addition to an elaboration of the points above, the teaching narrative prepared by the
faculty member and included in his or Portfolio should address the number of different courses
taught, the number of new course preparations assigned, and general characteristics of the classes
 taught. The narrative should also include a discussion of self-assessment of teaching objectives,
 methods, and student achievement. The faculty member should demonstrate familiarity with the
 pedagogical literature relevant to anthropology. She or he should specify action plans for any
 identified weaknesses in teaching. The appropriateness or suitability of other items suggested by
 the faculty member as indicators of teaching performance will be judged by the Department
 Chair and the Department Personnel Committee during the personnel evaluation process.

RETENTION: See Section III-1. The specific requirements for teaching are that the faculty
member’s scores on student evaluations must be within the top two categories (good and
excellent) for at least 50% of the classes; the majority of DPC, Peer, and Chair evaluations (see
instructions in Attachment: Evaluation of Teaching) must be favorable; and the faculty member
must demonstrate teaching skills and efforts to master teaching skills as specified in II-1-e.

TENURE: See Section III-2. The specific requirements for teaching are that the faculty
member’s scores on student evaluations must be within the top two categories (good and
excellent) for at least 75% of the classes taught by the faculty (for example, if they have taught
sixteen classes at the time of evaluation, twelve of these classes must have single scores of
averaged means in the top two categories); the majority of DPC, Peer, and Chair evaluations (see
instructions in Attachment: Evaluation of Teaching) must be favorable; and the faculty member
must demonstrate teaching skills and efforts to master teaching skills as specified in II-1-e.

EARLY TENURE: See Section III-2.
PROMOTION: See Section III-3.
EARLY PROMOTION: See Section III-3.

2: SCHOLARLY AND CREATIVE ACTIVITIES

Scholarship Statement: The Department Personnel Committee considers each instructor in light of the particular sub-discipline that person represents. The faculty member shall provide a statement concerning the ongoing program of scholarly and creative activity in which he/she has been engaged. The statement should be documented by supporting evidence whenever possible, including any available outside review, and copies of the publications must be presented. Publications of books and publications in refereed journals as well as grant proposals, project reports, and presentation of papers at conventions and conferences constitute evidence of scholarship.

The following specific indicators will be used in the evaluation of Anthropology faculty. To demonstrate the scholarly contributions of works in progress, as well as the other unpublished works listed below, faculty may provide outside reviews of the works if such reviews are available. Co-authors and editors are encouraged to provide documentation as to their contribution.

See the end of this section for reference to retention, tenure, and promotion within this category of evaluation.

a. Faculty are expected to have made substantial contributions in the form of publications in their field.

• A book (reviewed by peers and judged to be significant in the discipline or subdiscipline) in which the faculty is sole author or co-author (if the latter, they must provide documentation from co-authors and editors about what exactly their contribution was, and must demonstrate that their contribution was substantial).

• Or, in lieu of a book, they must have published (as sole author or as co-author with evidence of substantial contribution) at least four papers (reviewed by peers and judged to be significant) in journals considered to be major publications in the discipline or subdiscipline.

b. In addition, faculty are expected to make contributions in other areas, such as the following.

• Contributions to edited books.

• Editing of books.

• Co-editing of books.

• Works in film, video, and multimedia shall be considered published and as contributions to scholarship if they are distributed by a documentary film or book publisher independently of the author because the works are selected and evaluated by review boards. Selection of these works for exhibition in film festivals also will be recognized as publication or as contribution to scholarship if the festivals are selected and/or juried by review boards.

• Grant proposals that have been funded, that are under review, and that have not been funded may be presented. External research grants will be evaluated as stronger than internal (university) grants. Grant proposals should, wherever possible, be accompanied by reviews. For grants that are in progress or grants that have been completed, a progress report of the findings should be provided.
• Technical reports submitted to governmental or private agencies.
• Research findings and/or ideas in paper presentations and colloquia addresses shall be considered scholarly and creative accomplishments. Copies of presentations should be provided. These presentations shall be weighted more heavily than works in progress.
• Works in progress, including research reports, theoretical papers on teaching techniques and curricular offerings, book manuscripts, and unfunded grant proposals may be presented.
• Reports on instructionally related research projects may be presented. For projects in progress and for completed projects a progress report should be provided. Manuscripts and papers not yet published, including theoretical papers on teaching techniques and curricular offerings, and book manuscripts may be presented.
• Museum exhibits, folkloric exhibitions, or other creative expressions may be presented. The more documentation the faculty member provides, the better able is the Personnel Committee to evaluate the work.

RETENTION: See Section III-1. The specific scholarly requirements for retention are that the faculty member must demonstrate scholarship through at least one of the activities in II-2-a or II-2-b.

TENURE: See Section III-2. The specific scholarly requirements for tenure are that they must have made substantial contributions in the form of publications as specified in II-2-a.

EARLY TENURE: See Section III-2.

PROMOTION: See Section III-3. The specific scholarly requirements for promotion to Professor are that faculty are expected to have made a second contribution to II-2-a or at least six contributions in II-2-b.

EARLY PROMOTION: See Section III-3. The specific scholarly requirements for early promotion to Associate Professor are that the faculty are expected to have met the requirements for early tenure (see Section III-2); the specific scholarly requirements for early promotion to Professor are that the faculty are expected to have published two peer-evaluated books.

3 PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

Service shall be evaluated according to the following categories. Each item should be discussed in the faculty member’s professional/service narrative and should be documented in the Portfolio.

See the end of this section for reference to retention, tenure, and promotion within this category of evaluation.

a. Professional activities:
• Participate at conventions or meetings of professional societies as evidence of professional enhancement.
• Review journal articles, manuscripts, grant proposals, or book manuscripts for professional journals, publishing companies, professional organizations, or granting agencies.
• Serve as a consulting editor or on an advisory board.
• Serve as a book or journal editor or on a publishing advisory board.
• Perform special services or holding office in professional organizations.
• Participate in workshops, seminars, courses, lectures, etc., for the enhancement of the faculty member’s professional capabilities.
b. University activities:
- Serve as committee member at the departmental, school and/or university levels.
- Hold departmental office (e.g., departmental chair, graduate advisor, undergraduate advisor).
- Present lectures to university and/or community audiences.
- Serve as faculty advisor of student organizations.
- Provide student advisement beyond that normally required for classes and required office hours.

c. Community activities:
- Serve as advisor or consultant to community groups.
- Hold office in community organizations or participate in special community activities.
- Present lectures to community audiences.

Other indicators: During the personnel evaluation process the Department Chair and the Department Personnel Committee shall judge the appropriateness of any other items which might be proposed by the faculty member as indicators of service to department, university and community.

In addition to an elaboration of the points above, the professional/service narrative prepared by the faculty member and included in her or his Portfolio should address how these activities “…develop mutually beneficial working partnerships, serve the needs of the profession and/or external community, enhance the campus’ role as a regional center, and/or strengthen institutional effectiveness and collegial governance” (UPS 210.000). The narrative should indicate the faculty member’s objectives for the professional or service activity described. During the personnel evaluation process the Department Chair and the Department Personnel Committee shall judge the appropriateness of any other items which might be proposed by the faculty member as indicators of professional and service activities.

RETENTION: See Section III-1. The specific service requirements for retention are that the faculty member must demonstrate professional, university, and community service through involvement in at least one of the indicators specified in II-3.

TENURE: See Section III-2. The specific service requirements for tenure are that faculty are expected to have done at least two activities per year from each of the categories listed in II-3.

EARLY TENURE: See Section III-2.

PROMOTION: See Section III-3. The specific service requirements for promotion to Professor are that faculty should demonstrate continued participation at the same level of involvement as for tenure (that is, at least two activities a year in each of the three categories of service).

EARLY PROMOTION: See Section III-3. The specific service requirements for early promotion to Associate Professor are that the faculty are expected to have met the requirements for early tenure (see Section III-3); the specific service requirements for early promotion to Professor are that the faculty are expected to play a significant role in professional and/or community service by holding important office.
III. REQUIREMENTS FOR RETENTION, TENURE, AND PROMOTION

1. REQUIREMENTS FOR RETENTION

For retention, the following indicators are required:
- The faculty member’s scores on student evaluations must be within the top two categories (good and excellent) for at least 50% of the classes.
- The majority of DPC, Peer, and Department Chair evaluations must be favorable (see Attachment: Evaluation of Teaching).
- The faculty member must demonstrate teaching skills and efforts to master teaching skills as specified in II-1-e.
- The faculty member must demonstrate scholarship through at least one of the activities denoted in II-2.
- The faculty member must demonstrate professional, university, and community service through involvement in at least one of the indicators specified in II-3.

2. REQUIREMENTS FOR TENURE

For tenure, the following indicators are required:
- The faculty member’s scores on student evaluations must be within the top two categories (good and excellent) for at least 75% of the classes.
- The majority of DPC, Peer, and Department Chair evaluations must be favorable (see Attachment: Evaluation of Teaching).
- The faculty member must demonstrate teaching skills as specified in II-1-e.
- The faculty member must demonstrate scholarship as specified in II-2-a.
- The faculty member must demonstrate service as specified in II-3-a, II-3-b, and II-3-c.

Early tenure requires that all of the above standards have been met and that in addition the standards for teaching (specified above) as well as for one other category (as specified above) be exceeded.

3. REQUIREMENTS FOR PROMOTION

For promotion, the faculty member must continue to show progress beyond the time of tenure, through excellence in teaching, additional publications, and greater involvement in service (as identified in sections II-1, II-2-b, and II-3).

For early promotion to Associate Professor, faculty are expected to have met the requirements for early tenure (see Section III-2). Early promotion to Professor shall be granted on the basis of all class student evaluation scores being within the excellent category, the faculty having published two books (evaluated by peers and judged to be significant), and the faculty holding professional and/or community office.
ATTACHMENT FOR II-1-c and II-1-d

EVALUATION OF TEACHING
DEPARTMENT OF ANTHROPOLOGY

Evaluator:

Course Visited:

Course Instructor:

Visitation Date, Place, and Time:

From the Department Standards: “Each faculty member under review shall arrange an appropriate time for class visits by at least two members of the Department Personnel Committee. In addition, a faculty member under review may invite one or more colleagues to visit classes and review teaching performance. The faculty member will provide each observer with a current course syllabus at least one week before the visitation occurs. The faculty member and each observer will meet to discuss the evaluation, and the faculty member may write a one-page response to issues raised by the evaluation. The response should include specific action plans to address potential or actual problems.

“Each observer and the faculty member will schedule a second meeting (follow-up evaluation) to be held after the faculty member has a preliminary or final grade distribution for the course in question. This second meeting entails a discussion of assessments and evaluation procedures.

“Meetings and documents that result from peer evaluation of teaching are confidential.”

Before the class visitation, please review and comment on the course syllabus. Address the breadth and depth of the topic(s) covered and the appropriateness of course requirements. Make comments as specific as possible so the faculty member can more easily make changes. (For example, “200 questions cannot be answered in 50 minutes, so I recommend shortening the test to 75 questions” NOT “the test is inappropriate”)

Comments on the Course Syllabus:
Lecture Evaluation: Content Please give concrete suggestions or comments for each of the points below. (For example, “faculty member was aware of and explained the most recent study on human evolution that indicates XYZ” NOT “faculty member current in the subject”.)

1. Appropriateness of the breadth and depth of course content for the course level.

2. Does the instructor know the subject thoroughly?

3. Is the instructor presenting current information?

4. Relevance of assignments.

5. Effectiveness of grading procedures.

6. Other comments.
Lecture Evaluation: Presentation Please provide concrete suggestions or comments for each of the points below. (For example, “the overheads could not be read from the back of the room” NOT “student could not follow the lecture”.)

1. Interaction with students

2. Ability to communicate effectively

3. Use of special instructional technique(s)

4. Other comments

Signed: ___________________________ Date: _____________
(Evaluator)
Follow Up Evaluation

Evaluator: 

Course: 

Course Instructor: 

With the faculty member, review the original course assessment in light of the actual or approximate distribution of grades for the course. Are the assessments and evaluation procedures appropriate for the course topic and level? Make specific recommendations for any suggested changes.

Signed: ___________________________ Date: ___________________________

(Evaluator)

Signed: ___________________________ Date: ___________________________

(instructor)