According to Article 15.3 of the Collective Bargaining Agreement: Evaluation criteria and procedures shall be made available to the faculty unit employee no later than 14 days after the first day of instruction of the academic term. Evaluation criteria and procedures shall be made available to the evaluation committee and the academic administrators prior to the commencement of the evaluation process. Once the evaluation process has begun, there shall be no changes in criteria and procedures used to evaluate the faculty unit employee during the evaluation process.

According to University Policy Statement 210.002 (3/5/19 version), Section III.A.: • Each department shall develop standards for the evaluation of faculty members of that department. These standards shall indicate the specific range of activities and levels of performance necessary to meet requirements for positive retention, promotion, and tenure decisions. • Approved Departmental Personnel Standards are controlling documents in all personnel decisions. • All Departmental Personnel Standards require the approval of the Vice President for Academic Affairs (Vice President for Student Affairs for counselor faculty). • Approved Departmental Personnel Standards shall be reviewed by the department as part of each program performance review. • Student Opinion Questionnaire forms must be included as an attachment to Departmental Personnel Standards.
1. INTRODUCTION

The following Personnel Standards for the Cultural Anthropology Program constitute the Cultural Anthropology Program’s objective statement for evaluation criteria for retention, tenure and promotion. Each faculty member is expected to make suitable contributions in teaching, scholarly and creative activities, and service. As noted in UPS 210.002, CSUF recognized that teaching is the most important activity for faculty, and therefore teaching is the most important criterion for retention, tenure, and/or promotion. Scholarly and creative activities generate, integrate, and disseminate knowledge, and thus are the second most important criterion for retention, tenure, and/or promotion.

1.1 Definition of Terms Used Herein:
- **University** shall mean California State University, Fullerton (CSUF)
- **UPS 210.002** shall mean the University Policy Statement entitled Tenure and Promotion Personnel Standards (version 3/5/19).
- **Division of Anthropology** is the former Department of Anthropology, now formally organized as three separate Programs: Cultural Anthropology, Archaeology, and Evolutionary Anthropology.
• **Cultural Anthropology Program** shall mean the cultural anthropology faculty, which form one part of the Division of Anthropology.

• **Faculty Member** shall mean a member of the Cultural Anthropology Program faculty who is tenure-track or tenured.

• **Department Chair** shall mean the Coordinator of the Cultural Anthropology Program. In the Division of Anthropology, the Coordinator of the Cultural Anthropology Program serves in the role of chair for the RTP process.

• **Department Personnel Committee (DPC)** refers to the Cultural Anthropology Program Personnel Committee, elected according to the approved Division of Anthropology By-Laws. Although Anthropology is now a Division rather than a Department, for simplicity these guidelines refer to “DPC” as the moniker commonly used for the Personnel Committee of an academic unit. The DPC may include eligible members from other Programs of the Division of Anthropology. If insufficient faculty members in the Division of Anthropology are eligible to serve on the DPC, the committee may elect eligible faculty from other departments.

• **Departmental Personnel Standards (DPS)** refers to the Cultural Anthropology Program Personnel Standards. Although Anthropology is now a Division rather than a Department, for simplicity these guidelines refer to “DPS” as the moniker commonly used for the Personnel Standards of an academic unit.

• **RTP** shall mean retention, tenure, and promotion.

• **The Prospectus** shall mean a narrative description of a probationary faculty member’s interests and goals in teaching, in scholarship, and in service activities. The Prospectus shall describe what the faculty member plans to achieve in order to meet the requirements for retention, tenure and promotion in the Cultural Anthropology Program.

• **The Portfolio, and its Appendices,** are the functional equivalent of the Working Personnel Action File. It is the responsibility of the faculty member under review to prepare the Portfolio, which summarizes the evidence for RTP decisions in the three areas of evaluation: Teaching, Scholarly and Creative Activities, and Service. The Appendices shall include documentation for the materials discussed in the Portfolio.

• **Narratives** shall specifically refer to the summaries written for the Portfolio by the faculty member under review for the three areas of evaluation: Teaching Narrative, Scholarly and Creative Activities Narrative, and Service Narrative.

**1.2 Prospectus**

During the first year of employment in a tenure-track position at CSUF, each probationary faculty member shall prepare a prospectus that includes narratives for teaching, scholarly and creative activities, and service (each narrative section 500 words maximum). These narratives should describe the probationary faculty member’s professional goals, interest areas, resources required and accomplishment s/he expects to achieve in each of the three categories evaluated in order to meet the Cultural Anthropology Program DPS requirements for retention, tenure, and promotion. To provide guidance, advice, and support to the probationary faculty member during the year in which the prospectus is prepared the Department Chair will consult with the probationary faculty member and designate one or more tenured faculty members (other than the chair) to serve as mentor(s).

**1.3 Portfolio and Appendices**

The Portfolio and its Appendices are the basis for RTP evaluations, recommendations, and actions. The Portfolio and Appendices shall be submitted in the format defined by current Faculty Affairs and Records guidelines.

For probationary faculty, the Portfolio and Appendices shall be cumulative and representative of performance during the period of review from the beginning of probationary service to the last day before the Portfolio is due to the Chair. Where service credit has been granted, that time interval shall also be documented in the Portfolio and Appendices.
For tenured faculty, the Portfolio and Appendices shall be cumulative and representative of performance during the period of review from the date of submission of the file for promotion to Associate Professor to the last day before the portfolio is due to the Chair.

1.4 Organization of the Portfolio

- Table of Contents of the Portfolio
- Table of Contents of the Appendix to the Portfolio
- Approved Department Personnel Standards (DPS)
- Prospectus
- Portfolio Vita. The Portfolio Vita covers the faculty member’s entire academic and professional employment history, and lists accomplishments in the three areas of review: Teaching, Scholarly and Creative Activities, and Service. Peer-reviewed activities shall be listed separately from non-peer-reviewed activities. List activities in reverse chronological order.
- Narrative Summary of Teaching Performance. This narrative is a self-assessment of no more than 1000 words describing significant accomplishments in teaching that are applicable to the DPS. The narrative shall clearly indicate where in the Portfolio or Appendices supporting documentation can be found.
- List of Classes Taught, showing the session, course number, course title, and weighted teaching units (WTU) for all classes taught during the period of review.
- Blank copy of the Student Opinion Questionnaire (SOQ) form used by the Division of Anthropology in evaluating student responses to instruction.
- Statistical Summaries of SOQs for each class taught during the period of review, showing responses to all multiple choice questions on the Division SOQ form
- Statistical Summaries of Grade Distributions for each class taught during the period of review
- Narrative Summary of Scholarly and Creative Activities. This narrative is a self-assessment of no more than 1000 words, describing significant accomplishments in relation to the DPS. The narrative shall clearly indicate where in the Appendices supporting documentation can be found.
- Narrative Summary of Professional, University, and Community Service Activities. This narrative is a self-assessment of no more than 1000 words, describing significant accomplishments in relation to the DPS. The narrative shall clearly indicate where in the Appendices supporting documentation can be found.

1.5 Organization of the Appendices

- Appendix 1: Teaching
  - Table of Contents of Appendix 1
  - Student Opinion Questionnaire: raw data for each course taught
  - Sample syllabi and coursework: one sample syllabus for each class title taught during the period of review. Faculty member may include samples of exams or assignments they wish to highlight.
  - Other relevant information, as discussed in Section 2 below

- Appendix 2: Scholarly and Creative Activities
  - Table of Contents of Appendix 2
  - Copy of each significant published, exhibited, or performed works in the period of review
  - Evidence of peer-review, or lack of peer-review for each item. Non-peer-reviewed items shall be presented separately from those that are peer-reviewed
  - Other evidence for work that has been accepted but not yet published, such as a letter of acceptance, evidence of peer-review, and evidence of the quality of the publishing venue
  - Documentation of ongoing activities and unpublished works
  - Documentation of the contribution of each author for co-authored activities
  - Other relevant information, as discussed in Section 3 below
2. TEACHING

Teaching is the primary and most essential academic responsibility of the university professor. Instruction and instructionally related activities include: teaching in the classroom setting; advising and/or mentoring undergraduate and/or graduate students; development of new curriculum and/or improvement of existing curriculum; and related activities involving students. The DPC will consider multiple criteria in the evaluation of faculty teaching. These are divided into two major categories: Teaching Effectiveness [Pedagogical Approach and Methods (2.1), Class visits for faculty at the Assistant Professor and Associate Professor rank (2.2)], and Student Opinion Questionnaires or SOQs (2.3). Teaching Effectiveness shall be rated as Excellent, Good, or Insufficient (2.4). SOQ written comments should be discussed in the narrative, and will be considered in overall qualitative assessment by the DPC. SOQ quantitative scores shall be assessed as Excellent, Good, or Insufficient (2.5). Overall Teaching Performance shall be determined by a combination of Teaching Effectiveness and SOQ ratings.

Standards and Indicators for Teaching Effectiveness

2.1 Pedagogical Approach and Methods:

2.1.1 Syllabus and course materials: Syllabi and course materials should clearly convey to students the learning goals of the course and the relationship of the course to the major and/or to general education. Course requirements, including the semester schedule, assignments, grading policies, and all other information required by university policy documents should be included in the syllabus. Grading practices, standards, and criteria should be articulated clearly. Course content should be up to date and consistent with the catalog course description. Faculty under review should provide one sample syllabus for each course number taught during the period of review, and may provide examples of other course materials.

2.1.2 Currency in the discipline: Faculty members shall keep abreast of disciplinary developments through [e.g.] participation in conferences, reading of discipline-appropriate materials such as journals or books, interactions with practitioners in the field, electronic communications with colleagues, and/or other activities such as fieldwork or other research activities. Faculty should update and modify curriculum as needed, to reflect new developments in the discipline. Faculty under review shall discuss and provide evidence about how they maintain currency in the discipline.

2.1.3 Enhancement of pedagogical approach and methods: In addition to the essential attributes of teaching, faculty may choose to [for example] attend workshops, seminars, or other developmental activities [e.g. Faculty Development Center]; to develop new instructional programs or materials, including electronic or multimedia software; collaborate with students in research projects, or support of student organizations. If included in the teaching narrative, faculty should provide evidence of these activities.
2.1.4 Curriculum development: Faculty may wish to develop and propose new courses, and are encouraged to revise/update existing courses. If included in the teaching narrative, faculty should provide copies of the course proposals or other relevant evidence.

2.1.5 Grade distribution statistics: Grade distribution statistics shall be examined in light of division and college mean grade distributions. Where relevant, faculty members should discuss discrepancies or outlying grade distributions in their teaching narratives, including a discussion of how any identified problems were addressed during the period of review, or might be addressed in future semesters.

2.1.6 Teaching outside the classroom: Faculty members may choose to engage in any number of activities that constitute teaching outside of the classroom. These may include but are not limited to: supervising independent studies or internships; supervising a graduate student’s thesis; serving on a committee for a graduate student thesis; and other activities in which faculty members apply their pedagogical expertise outside of assigned semester courses. If included in the teaching narrative, faculty should provide evidence of these activities in the teaching appendix.

2.1.7 High impact practices: Faculty are encouraged to incorporate high impact practices in their teaching, if appropriate to the course. High impact activities connected to increased educational outcomes include (but are not limited to) service learning, community-based learning, and internships; first-year seminars and experiences; learning communities; writing-intensive courses; collaborative assignments and projects; capstone courses and projects; leading Study Abroad or Study Away programs; facilitating a museum exhibit; or other university-designated high impact practices. If included in the teaching narrative, faculty should provide evidence of these activities in the teaching appendix.

2.2 Class Visits / Peer Evaluation of Teaching
SOQ scores and peer review of teaching provide evaluation from different vantage points. While SOQs provide feedback from the students’ point of view, class visits by peers with expertise in teaching measure different qualities and use different criteria. Class visits by peers provide qualitative assessment, which is an important counterpoint to quantitative SOQ assessment.

The goal of class visits by peers is to evaluate and help probationary faculty improve their teaching. The peer reviewer shall consider the class visit and the course syllabus with the following points in mind:

- Is the syllabus complete, and does it contain the required information?
- Are the assignments relevant, and does the grading procedure seem appropriate?
- Is the material appropriate in breadth and depth for the course level?
- Does the faculty member know the subject thoroughly, and is s/he presenting current information?
- Does the faculty member interact well with students, and is s/he able to communicate effectively?
- Are the instructional techniques effective/ appropriate for the class?

For online classes, the peer reviewer shall consider the following in addition to the above:

- Is the online course arranged in a logical, consistent, and accessible way?
- Are the assignments and exams appropriate to the online format?
- Is all required information for online courses posted on the course site?
- Is the faculty member interacting with online students sufficiently?
- If recorded lectures, lecture notes, films, discussion boards, or other materials are used, are these appropriate in breadth and depth for the course level?
- Do all of the links work?
The peer reviewer shall provide the faculty member with a written summary of the observations. If problems or weak areas are identified, the faculty member is encouraged to discuss these with peers, faculty mentors, and/or with the chair. Subsequent class visits should demonstrate improvement in the areas identified as problematic.

2.2.1 **Probationary faculty [Assistant Professor rank]** shall arrange an appropriate time for class visits by a DPC member for at least one traditional class [and one online class, where relevant] per academic year. In addition, faculty may also invite one or more colleagues to visit their classroom or online classes as a peer review. Faculty members should provide evidence of class visits in the teaching appendix.

2.2.2 **Tenured faculty [Associate Professor rank]** shall invite class visits by a colleague for at least one traditional class [and one online class, where relevant] prior to application for promotion to Full Professor. Faculty members should provide evidence of class visits in the teaching appendix.

2.2.3 **Tenured faculty [Full Professor rank]** are not required to invite class visits by colleagues, but may do so if they wish. If class visits are included in a 5-year review, faculty members should discuss in the teaching appendix.

### Standards and Indicators for SOQ Reports

2.3 **Student Opinion Questionnaires (SOQ reports):**
The primary goal of teaching evaluations is to improve teaching; Student Opinion Questionnaire (SOQ) provide one type of evidence for evaluating teaching effectiveness.

Faculty members should discuss low scores in their teaching narratives, including low scores for individual SOQ questions, low SOQ mean scores for particular classes, as well as low SOQ semester mean scores. Faculty members should include a discussion of how possible weak areas were addressed in subsequent semesters, or how these might be addressed in future semesters. There is general recognition that SOQ scores for online classes may be substantially different from scores for traditional classes. The faculty member should discuss in the teaching narrative such differences in SOQ scores, where relevant. The faculty member should also discuss factors such as class size, general education or major’s course, new preparation, etc., if relevant.

SOQ forms also give students the opportunity to make written comments (the raw data). Patterns of written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. The faculty member under review should take note of and discuss any patterns of comments that occur in the raw data. If these patterns in student comments indicate problem areas in the teaching approach, the faculty member should discuss how these areas were addressed in subsequent semesters within the period of review, or how they might be dealt with in future semesters.

A faculty member with consistently low SOQ scores, or patterns of negative comments, shall consult with the chair and with his or her mentor, with the goal of improving/justifyingexplaining student perceptions of their class experiences. Class visits from peers (see 2.2) should attend to these concerns in their evaluations.
2.4 Evaluation of Standards and Indicators for Teaching Effectiveness
Includes Pedagogical Approach and Methods (2.1) and Class Visits (2.2). Teaching effectiveness shall be rated using three categories: Excellent, Good, and Insufficient.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Evidence of strong, thoughtful and effective course designs and implementations, use of innovative teaching strategies and assessment tools, evidence of currency in the field and ongoing development of teaching skills (see list of indicators in 2.1). For probationary faculty, positive class visits by peers, and where relevant, demonstrated efforts to improve any weak areas (see 2.2).</td>
</tr>
<tr>
<td>Good</td>
<td>Evidence of appropriate course designs and implementations, use of innovative teaching strategies and assessment tools, evidence of currency in the field and ongoing development of teaching skills (see list of indicators in 2.1). For probationary faculty, demonstrated efforts to improve any weak areas noted in class visits by peers (see 2.2).</td>
</tr>
<tr>
<td>Insufficient</td>
<td>Evidence reflects weak, limited, or no effective course designs and implementations, use of innovative teaching strategies and assessment tools, evidence of currency in the field and ongoing development of teaching skills (see list of indicators in 2.1). For probationary faculty, limited or no demonstrated efforts to improve any weak areas noted in class visits by peers (see 2.2).</td>
</tr>
</tbody>
</table>

2.5 Evaluation of Student Opinion Questionnaires (SOQs)
Patterns of written comments on SOQs obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. Faculty under review shall discuss their quantitative and qualitative data in their narrative, as described in section 2.3 above.

Student Opinion Questionnaires shall be assessed according to the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Average Percentages over all SOQ questions for all courses taught during the period of review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>85% or more of responses are A and B ratings, with at least 40% A ratings</td>
</tr>
<tr>
<td>Good</td>
<td>70-84% of responses are A and B ratings, with at least 20% A ratings</td>
</tr>
<tr>
<td>Insufficient</td>
<td>Less than 70% of responses are A and B ratings, OR less than 20% A ratings</td>
</tr>
</tbody>
</table>
OVERALL TEACHING PERFORMANCE

Overall teaching performance shall be determined by the following formula:

\[
\text{Teaching Effectiveness} \div \text{Student Opinion Questionnaires} = \text{Overall Rating}
\]

<table>
<thead>
<tr>
<th>Teaching Effectiveness</th>
<th>Student Opinion Questionnaires</th>
<th>Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Good</td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Insufficient</td>
<td>Any rating</td>
<td>Insufficient</td>
</tr>
<tr>
<td>Any rating</td>
<td>Insufficient</td>
<td>Insufficient</td>
</tr>
</tbody>
</table>

An Insufficient evaluation in either Teaching Effectiveness of SOQ ratings results in an Overall Teaching Performance rating of Insufficient.

RETENTION, TENURE AND PROMOTION

RE: Teaching

2.6 RETENTION:
A rating of Good in Overall Teaching Performance, at minimum, is required for retention.

2.7 TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:
A rating of Good in Overall Teaching Performance, at minimum, is required for tenure and promotion.

2.8 EARLY TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:
Faculty members wishing to achieve early tenure and promotion to Associate Professor must have exceeded expectations in teaching by achieving an Excellent rating in Overall Teaching Performance throughout the period of probation.

2.9 PROMOTION TO PROFESSOR:
A rating of Good in Overall Teaching Performance, at minimum, is required for promotion to Full Professor.

2.10 EARLY PROMOTION TO PROFESSOR:
For early promotion to Full Professor, the faculty member must have exceeded expectations in teaching by achieving an Excellent rating in Overall Teaching Performance throughout the period of review.
(3) SCHOLARLY and CREATIVE ACTIVITIES

Scholarly and creative activities are considered critical components of the instructional process; however, as noted in UPS 210.002, quantity does not substitute for quality. In anthropology, original fieldwork resulting in publications is understood to require long periods of time collecting data; by definition, ethnographic research—the heart of cultural anthropological study—consists of long term study “in the field,” which may be international or local. When ethnographic research takes place internationally, it may also require substantial external grant funding. The Cultural Anthropology Program recognizes that good anthropological fieldwork is a long-term process, and may take place over many years, even decades, and that it often depends on the formation and maintenance of long-term relationships with the participants at one’s field site. The Cultural Anthropology Program also recognizes that in cultural anthropology, scholarly and creative activities may be extremely diverse, and in additional to ethnographic research may include (among other products of research-based expertise) museum exhibits, exhibits of anthropological artwork, applied or public anthropology, digital works, archival research, and other scholarly and creative endeavors.

In evaluating scholarly and creative activities, the DPC shall consider each faculty member in light of the particular sub-discipline that person represents, and the type of fieldwork he or she undertakes. For RTP actions, the faculty member shall provide a narrative concerning the ongoing program of scholarly and creative activity in which he or she has been engaged. The statements in the narrative shall be accompanied by supporting evidence in the teaching appendix whenever possible.

Evidence for Scholarly and Creative Activities

Category 1

3.1 Books
“Books” shall include scholarly and academic books that are in print, or in press. If the book is in press but not yet in print, a letter from the publisher certifying the forthcoming status of the book must be provided. If co-authored, the faculty member shall document the contribution of each author to the final publication. Books self-published or published through vanity presses do not meet the criteria for this category.

3.2 Peer-reviewed works: articles in scholarly journals, chapters in edited volumes, and articles in online journals or proceedings volumes

3.2.1 Articles published in scholarly journals and chapters in scholarly edited volumes are assumed to be peer-reviewed; however, documentation of the peer-review process for either articles in a journal or chapters in a volume must be provided by (for example) a letter from the editorial board, editor, or publisher explaining the review process. Where an article or chapter is co-authored, the faculty member shall document the contribution of each author to the final work. If the work is in press but not yet in print, a letter from the publisher certifying the forthcoming status of the work must be provided.

- “Scholarly journals” include not only anthropology journals, but also any other scholarly journal appropriate to the faculty member’s subfield and area specialty.
- “Edited volumes” include scholarly books in the faculty member’s subfield, area specialty, anthropology in general, or any related field in which the faculty member has expertise. Edited volumes that are self-published or published through vanity presses do not meet the criteria for this category.

3.2.2 Scholarly articles published in peer-reviewed online journals may be included in this category. The review procedure must be documented by the editorial board or editor.
3.2.3 Scholarly articles published in the proceedings of professional organizations may be included in this category if they are peer-reviewed. The review procedure must be documented by the editorial board or editor.

**Category 2**

3.3 **External grants**
Grants from national granting agencies such as [but not limited to] National Science Foundation, Ford Foundation, National Institute of Health, Wenner Gren, National Endowment for the Humanities, and Fulbright, shall constitute strong evidence of scholarly merit. Grants that have been approved, or which have been recommended by peer reviewers for funding, but not funded, may be presented. Such grant proposals should wherever possible be accompanied by reviews. For grants that are in progress or grants that have been completed, a progress report should be provided.

3.4 **Ongoing research in the field**
Faculty members with well-developed and ongoing research in their field sites shall be considered actively engaged in scholarly and creative activities. Evidence for research projects includes description of the research questions or purpose, methods, theoretical framework or application, description of the data collected, and significance of the project.

3.5 **Editor or co-editor of a book, series, or special edition journal**
Faculty members may publish a scholarly book or series for which they are editor or co-editor. The contribution of the faculty member as editor or co-editor must be documented and discussed in the faculty narrative. Faculty members may be asked to be guest editor of a special edition of a journal. Such work shall be considered an indicator of scholarly expertise in faculty members’ research areas.

3.6 **Conference presentations and addresses**
Professional organizations (e.g. American Anthropological Association) have rigorous standards and guidelines for accepting abstracts and proposals for conference presentations. Most have a committee of scholars who review the submissions to determine the merit of the proposed presentation. Acceptance of one’s paper for a conference presentation is thus worthy of note. Further, faculty may be actively recruited for organized sessions at conferences by scholars in their subfields because of their expertise, and/or recent publications.

3.7 **Other publications that are editor-reviewed but not peer-reviewed**
Other publications may include [but are not limited to]: proceedings papers that are not peer-reviewed to the same extent as in 3.2.3; articles or editorial pieces in newsletters or on websites published by professional organizations in anthropology or related fields; book reviews published in scholarly journals; articles published in print or online newspapers; articles published in national journals (e.g.) *National Geographic, Atlantic, New Yorker, Chronicle of Higher Education*, etc.

**Category 3**

3.8 **Creative activities relevant to the discipline/to the faculty member’s field of study**
Works considered creative activities may include [but are not limited to] published art works; illustrations in books or journals; scientific drawing or biological illustration; significant contributions to a museum exhibit or other displays; photography; and other creative works. Books or edited volumes that are self-published or published through vanity presses may be considered for this category.

3.9 **Unpublished works**
Unpublished works in progress are also indicators of scholarly and creative activities. These may include [but are not limited to]: manuscripts not yet been submitted to a publisher, or that have been submitted and under review; documentation of a book contract; art works that are in progress; museum exhibit or other display still in the planning process; unfunded grant applications; and other works in progress.
RETENTION, TENURE AND PROMOTION
RE: Scholarly and Creative Activities

3.10 RETENTION: The faculty member should provide evidence of ongoing scholarly and/or creative activity that will lead to fulfillment of tenure requirements.

3.11 TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: The faculty member seeking tenure must demonstrate a record of continuous scholarly and creative activity during the probationary period, as designated in Categories 1, 2 and 3 above. Scholarly and creative activity shall be measured by (A) the production of a scholarly book (3.1) plus one other work from Categories 1 or 2 (3.2 through 3.7); OR (B) three peer-reviewed articles/book chapters/proceedings (3.2), plus three other works from Categories 1, 2 or 3 (3.2 through 3.9), of which two must be from Category 1 or 2.

3.12 EARLY TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: The faculty member seeking early tenure and promotion must meet the basic requirements for tenure and promotion [A or B above], and at least two other contributions from Category 2 (3.3-3.7).

3.13 PROMOTION TO PROFESSOR: The faculty member seeking promotion to full professor must have continued to demonstrate a record of scholarly and creative activity since achieving tenure, as designated in Categories 1, 2 and 3 above. Scholarly and creative activity shall be measured by (A) the production of a scholarly book (3.1) plus two other works from Category 1 or 2 (3.2 through 3.7); OR (B) two peer-reviewed articles/book chapters/proceedings articles (3.2), plus five other works from Categories 1, 2 or 3 (3.2 through 3.9), of which at least four must be from Category 1 or 2.

3.14 EARLY PROMOTION TO PROFESSOR: The faculty member seeking early promotion to professor must meet the basic requirements for promotion to professor [A or B above], and at least two other contributions from Category 2 (3.3-3.7).

(4) PROFESSIONAL AND SERVICE ACTIVITIES

Each faculty member shall contribute to the profession, to the University, and to the community through appropriate professional and service activities. Maintaining and improving the quality of the learning environment, the profession, and the University depends on the active participation of faculty in various organizations and governance tasks. At all levels of review, the Cultural Anthropology Program requires that faculty members participate in at least three service activities for University. “University” service may be to the Cultural Anthropology Program, the Division of Anthropology as a whole, the College of Humanities and Social Sciences, or a University-wide service activity or committee. Service to the profession and to the community varies, according to the type of review, as described in the RTP requirements for professional and service activities (see 4.4 through 4.8 below).

4.1 Service to the Division/College/University
Service to the Division/College/University may include (but is not limited to):
- Serving as a faculty mentor, faculty sponsor, or faculty adviser to a student group;
- Serving as a faculty facilitator or judge for (e.g.) student research events;
- Serving as web master for all or part of the Division or Cultural Anthropology Program webpage;
- Serving on Division or Cultural Anthropology Program committees such as assessment, curriculum, personnel, search, commencement, or other designated task;
• Facilitating student events, workshops, or teach-ins; student outreach; guest lecture; for student groups or student events; major advisement of students beyond required regular office hours
• Serving on college- or university-level committees, including seeking membership on a college or university committee through nomination [whether elected or not];
• Serving as a member of a university or college task force;
• Specialized mentoring of students (e.g. McNair or Fulbright scholarships, or honors program)
• Serving as a graduate student mentor through the Graduate Studies Office;
• Giving guest lectures on specialty areas at academic or research institutions or organizations

4.2 Service to the Profession
Service to the profession may include [but is not limited to] any of the following:
• Serving as a reviewer or editor for a journal, organization, or publisher;
• Serving as a member of an editorial board or committee;
• Serving as a member of the board, or an officer of a professional organization;
• Active membership in professional organizations;
• Reviewing grant proposals (e.g. for NSF or other external granting agency);
• Organizing sessions for a conference; discussant of presented papers; chair of a conference panel; or program chair or program reviewer for conference presentation proposals;
• Putting on or participating in the planning of a professional workshop or seminar;
• Serving as a director, co-director, or member of the board of a professional center;
• Serving as an advocate (e.g. for people at one’s field site);
• Serving on a dissertation or thesis committee for a student at another university;
• Serving as a member of a program performance review or new program review for another university;

4.3 Service to the Community
Service to the community shall be broadly defined. The term “community” may mean (but is not limited to) a local community, a linguistic community, a community at one’s field site, a national community, or a global community. In keeping with the foundations of our discipline and the most recent Statement on Ethics of the American Anthropological Association, we hold that part of our community service as anthropologists and global citizens includes (e.g.) engaging in public dialogues on ethical issues and engaging in advocacy, including activism against racism, or for social justice. Service to the community thus may include (but is not limited to) any of the following:
• Doing volunteer work within local communities;
• Giving a public talk or presentation (e.g. Osher Lifelong Learning [OLLI]);
• Serving on CSU system-wide or statewide committees; serving the CFA bargaining unit;
• Participating in public activities that help to promote knowledge in the discipline or promote knowledge or engagement with topics of importance to education in general; participating in educational equity and outreach;
• Being interviewed by the media because of one’s expertise in the field; giving (e.g.) TED talks or other invited presentations available to the public;
• Serving on (e.g.) a local, city, county, or state agency because of expertise in the field;
• Serving as a Principle Investigator on a local, city, county, or state agency grant because of expertise in the field;
• Serving as an advocate or mentor for the people of one’s research field site; serving as a translator or other type of expert
4.4 **RETENTION:** The faculty member must participate in a minimum of six service activities per year across the review period. Three of these activities must be in service to the Program/Division or to the College/University. The other three activities may be in the other two categories of service (to the Profession or to the Community), with at least one activity in each.

4.5 **TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:** The faculty members should have continued to participate in a minimum of six service activities per year across the review period. Three of these activities must be in service to the Program/Division or to the College/University. The other three activities may be in the other two categories of service (to the Profession or to the Community), with at least one activity in each.

4.6 **EARLY TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:** The faculty member should have participated in a minimum of nine service activities per year across the review period. At least three of these activities must be in service to the Program/Division or to the College/University. The other activities may be in the other two categories of service (to the Profession or to the Community), with at least one activity in each.

4.7 **PROMOTION TO PROFESSOR:** The faculty member should have continued to participate in a minimum of six service activities per year across the review period. Three of these activities must be in service to the Program/Division or to the College/University. The other three activities may be in the other two categories of service (to the Profession or to the Community), with at least one activity in each.

4.8 **EARLY PROMOTION TO PROFESSOR:** The faculty member should have participated in a minimum of nine service activities per year across the review period. At least three of these activities must be in service to the Program/Division or to the College/University. The other activities may be in the other two categories of service (to the Profession or to the Community), with at least one activity in each.

---

**SUMMARY of REQUIREMENTS FOR RETENTION, TENURE and PROMOTION**

**RETENTION:** The probationary faculty member shall be evaluated for retention by the criteria described in sections 2.6, 3.10, and 4.4.

**Teaching (2.6):**
- A rating of Good in Overall Teaching Performance, at minimum, is required for retention.

**Scholarly/Creative Activities (3.10):**
- The faculty member should provide evidence of ongoing scholarly and/or creative activity that will lead to fulfillment of tenure requirements, as described in the Faculty Personnel Standards.

**Service (4.4):**
- The faculty member must participate in a minimum of six service activities per year across the review period. Three of these activities must be in service to the Program/Division or to the College/University. The other three activities may be in the other two categories of service (to the Profession or to the Community), with at least one activity in each.
**TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:** The faculty member must meet the requirements for tenure and promotion to associate professor as described in 2.7, 3.11, and 4.5.

**Teaching (2.7):**
- A rating of Good in Overall Teaching Performance, at minimum, is required for tenure and promotion.

**Scholarly/Creative Activities (3.11):**
- The faculty member seeking tenure must demonstrate a record of continuous scholarly and creative activity during the probationary period, as designated in Categories 1, 2 and 3 above. Scholarly and creative activity shall be measured by (A) the production of a scholarly book (3.1) plus one other work from Categories 1 or 2 (3.2 through 3.7); OR (B) three peer-reviewed articles/book chapters/proceedings (3.2), plus three other works from Categories 1, 2 or 3 (3.2 through 3.9), of which two must be from Category 1 or 2.

**Service (4.5):**
- The faculty member should have continued to participate in a minimum of six service activities per year across the review period. Three of these activities must be in service to the Program/Division or to the College/University. The other three activities may be in the other two categories of service (to the Profession or to the Community), with at least one activity in each.

---

**EARLY TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:** The faculty member must meet the requirements for early tenure and promotion to associate professor as described in 2.8, 3.12, and 4.6.

**Teaching (2.8):**
- The faculty member must have exceeded expectations in teaching by achieving an Excellent rating in Overall Teaching Performance throughout the period of probation.

**Scholarly/Creative Activities (3.12):**
- The faculty member seeking early tenure and promotion must meet the basic requirements for tenure and promotion [A or B above], and at least two other contributions from Category 2 (3.3-3.7).

**Service (4.6):**
- The faculty member should have participated in a minimum of nine service activities per year across the review period. At least three of these activities must be in service to the Program/Division or to the College/University. The other activities may be in the other two categories of service (to the Profession or to the Community), with at least one activity in each.

---

**PROMOTION TO PROFESSOR:** Faculty member must have met the requirements for promotion to professor as described in 2.9, 3.13, and 4.7.

**Teaching (2.9):**
- The faculty member should have continued to meet the teaching requirements for tenure (as outlined in 2.7) during the period of review.

**Scholarly/Creative Activities (3.13):**
- The faculty member seeking promotion to full professor must have continued to demonstrate a record of scholarly and creative activity since achieving tenure, as designated in Categories 1, 2 and 3 above. Scholarly and creative activity shall be measured by (A) the production of a scholarly book (3.1) plus two other works from Category 1 or 2 (3.2 through 3.7); OR (B) two peer-reviewed articles/book chapters/proceedings articles (3.2), plus five other works from Categories 1, 2 or 3 (3.2 through 3.9), of which at least four must be from Category 1 or 2.
Service (4.7):
- The faculty member should have continued to participate in a minimum of six service activities per year across the review period. Three of these activities must be in service to the Program/Division or to the College/University. The other three activities may be in the other two categories of service (to the Profession or to the Community), with at least one activity in each.

EARLY PROMOTION TO PROFESSOR: Faculty member must have met the requirements for early promotion to professor as described in 2.10, 3.14, and 4.8.

Teaching (2.10):
- The faculty member must meet the teaching requirements for early tenure and promotion, as outlined in 2.8, during the period of review.

Scholarly/Creative Activities (3.14):
- The faculty member seeking early promotion to professor must meet the basic requirements for promotion to professor [A or B above], and at least two other contributions from Category 2 (3.3-3.7).

Service (4.8):
- The faculty member should have participated in a minimum of nine service activities per year across the review period. At least three of these activities must be in service to the Program/Division or to the College/University. The other activities may be in the other two categories of service (to the Profession or to the Community), with at least one activity in each.
1. Student Opinion Questionnaire

### I. Please rate your *instructor* in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Above Average</th>
<th>Excellent</th>
<th>Below Average</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Preparation for class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Knowledge of the subject matter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Enthusiasm for subject matter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Organization and clarity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Syllabus accurately reflects assignments, grading procedures, and requirements/goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Encouragement of questions and/or discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>Use of varied teaching methods and assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>Availability and helpfulness in class and office hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>Provided feedback on exams and assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Please rate the *course* in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Above Average</th>
<th>Excellent</th>
<th>Below Average</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10</td>
<td>Inclusion of thought-provoking material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.11</td>
<td>Thinking about the human experience in new ways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12</td>
<td>Encouragement of critical thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.13</td>
<td>Overall, I would recommend this course to other students as:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE CONTINUE ON PAGE 2**
2. Comments

2.1 Please write your additional comments about the class in the box. Your constructive comments are appreciated.