

MEMORANDUM

DATE: September 27, 2023

FROM: Amir Dabirian, Ph.D.
Provost and Vice President for Academic Affairs



SUBJECT: Temporary Use of DPS Pending Revisions Related to Narrative Word Limits

Very recent changes in UPS 210.000 (“Tenure and Promotion Personnel Procedures”), section II.B.4, allow for Working Personnel Action File (WPAF) narrative lengths of up to 1,500 words, i.e., an increased narrative length maximum. An audit of Department Personnel Standards (DPS) has revealed that many existing DPS explicitly maintain a 1,000-word limit on narratives for a candidate’s WPAF.

The CSUF Academic Senate passed resolution ASD 23-67 (“Resolution to clarify USP 210.000 regarding narrative length”). The resolution resolved that the permitted lengths of narratives be 1,500 words for all departments.

After consulting with Faculty Affairs and Records, I have determined that revisions of DPS are in order, if not already being worked on. Until those DPS revisions are formally approved, the currently approved DPS are in effect, except that the former, 1,000-word limits cannot be used (i.e., are out of compliance with campus policy).



January 17, 2023

To: Barbra Erickson, Ph.D.
Program Coordinator, Cultural Anthropology

Sheryl Fontaine, Ph.D.
Dean of the College of Humanities and Social Sciences

From: Carolyn Thomas, Ph.D.
Provost and Vice President for Academic Affairs

Subject: **Departmental Personnel Standards for the Cultural Anthropology Program**

The proposed Departmental Personnel Standards from the Cultural Anthropology Program have been reviewed. The document is in compliance with the Collective Bargaining Agreement, UPS 210.000, and UPS 210.002. In accordance with the recommendations of the Department, the College Personnel Standards Review Committee, and the Dean, I approve these standards for implementation commencing with the 2023-2024 Academic Year.

I would like to express my appreciation to all involved for their efforts in this task.

CT:mc

cc: Dr. Kristin Stang, Associate Vice President for Faculty Affairs and Support
Dr. Dana Collins, College Personnel Standards Review Committee
Dr. Georgia Spiropoulos, College Personnel Standards Review Committee
Dr. Sarah Grant, Chair of the Department Personnel Committee
Faculty Affairs and Records

CULTURAL ANTHROPOLOGY PROGRAM
DEPARTMENT PERSONNEL STANDARDS (Revised October 2022)

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1. INTRODUCTION

The following Department Personnel Standards for the Cultural Anthropology Program constitute the Cultural Anthropology Program's objective statement of evaluation criteria for retention, tenure and promotion. In this document, we recognize and advocate for different perspectives, styles of teaching, types of research, and modes of service among faculty with diverse individual backgrounds and specializations. We seek to develop and support a diverse faculty, explicitly including those from underserved and underrepresented communities.

Each faculty member is expected to make suitable contributions in teaching, scholarly and creative activities, and service. As noted in UPS 210.000, CSUF recognizes 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 210.000** shall mean the University Policy Statement (UPS) entitled Tenure and Promotion Personnel Procedures.
- **UPS 210.002** shall mean the UPS entitled Tenure and Promotion Personnel Standards.
- **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.
- **DPC Alternate Member** shall serve if one of the committee members is ill or otherwise unable to serve.
- **Department Personnel Standards (DPS)** refers to the Cultural Anthropology Program Department Personnel Standards.
- **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.
- **Cultural taxation** (or identity taxation) shall be defined per UPS 210.002 as the additional demands on time, over and above the usual demands made on all faculty members, that faculty members of traditionally underrepresented groups (such as women and faculty of color) may experience. Evaluators and faculty candidates are encouraged to refer to the Collective for Justice, Equity, and Transformation (CoJET) website (<https://hss.fullerton.edu/cojet/>) for information and resources to help identify or better understand cultural taxation or structural inequalities in higher education for minoritized faculty.

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 they expect 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 during the period of review 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 during the period of review 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 during the period of review 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
 - One sample syllabus for each class title taught during the period of review, plus samples of exams or assignments faculty wish to highlight

- In the event service credit was awarded at initial appointment, teaching materials during the accepted service credit year(s) shall be included for personnel review
- 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. In the event service credit was awarded at initial appointment, scholarly and creative activities during the accepted service credit year(s) shall be included for personnel 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.
- Appendix 3: Professional, University, and Community Service
 - Table of Contents of Appendix 3
 - Description, and documentation where possible, of each significant service activity, including level of participation and responsibilities.
 - In the event service credit was awarded at initial appointment, service activities during the accepted service credit year(s) shall be included for personnel review.
 - Other relevant information, as discussed in **Section 4** below.

1.6 Abbreviated “Review Files”

As per UPS 210.000, faculty members with satisfactory evaluations in their full performance reviews during year two (2) or year four (4) would, in the following year (year 3 or year 5, respectively), submit an abbreviated “Review File.” The abbreviated file shall include the three items required by UPS 210 (updated CV, grade distributions, and SOQs); however, in keeping with the current HSS and Cultural Anthropology Program standards, reviewers must base decisions primarily on the updated CV. If the full performance review in year 2 or year 4 is not deemed satisfactory or is missing evidence of progress in Teaching, Scholarship, or Service, evaluators may recommend a full review rather than an abbreviated review in year 3 or year 5.

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/online 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 and should also take into account evidence of cultural and/or identity taxation. Faculty members should discuss such evidence in their narratives. Overall **Teaching Effectiveness** is divided into two major categories: **Pedagogical Approach and Methods (2.1)**, and **Evaluation of Teaching** [Class visits for faculty at the Assistant Professor and Associate Professor rank; and Student Opinion Questionnaires or SOQs] **(2.2)**. Overall **Teaching Effectiveness** shall be rated as Excellent, Good, or Poor **(2.3)**.

Standards and Indicators for Teaching Effectiveness

2.1 Pedagogical Approach and Methods:

2.1.1 Syllabus: Syllabi 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 Statements should be included in the syllabus (UPS 210.002). Course content should be up to date and reasonably consistent with the catalog course descriptions. Faculty **shall** hold appropriate office hours (UPS 230.020). Faculty under review **shall** provide one sample syllabus for each course number taught during the period of review.

2.1.2 Course design and implementation: The following indicators **shall** be included in the evaluation of course design and implementation: breadth and depth of course content, currency of topics; effective use of instructional methods; and appropriate student learning goals and methods of assessment. Course design should reflect fair and appropriate academic standards for students and establish an environment conducive to learning for a diverse student body and historically marginalized population (UPS 210.002). Faculty teaching shall comply with University, College, and Department policies governing instructional duties. Faculty under review **shall** provide examples of assignments and other relevant course materials and discuss online course design for web or hybrid classes.

2.1.3 Ongoing development of teaching skills: In addition to the essential attributes of teaching, faculty **shall** engage in some form of continuous improvement of teaching, including development of culturally relevant and inclusive pedagogy (UPS 210.002). This may include any of the following: demonstrating familiarity with pedagogical developments; active use of past evaluations to improve teaching; attending workshops, seminars, or developmental activities [e.g., through the FDC or professional organizations]; learning how to use new instructional programs and materials; or other relevant activities. Faculty under review **shall** discuss in the narrative and provide evidence of these activities.

2.1.4 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 (UPS 210.002). Faculty should update and modify curriculum as needed, to reflect new developments in the discipline. Faculty under review **shall** discuss in the narrative and provide evidence about how they maintain currency in the discipline.

2.1.5 Curriculum development: Faculty **may** wish to develop and propose new courses and are encouraged to revise/update existing courses. If included, faculty should provide copies of the course proposals or other relevant evidence and speak to these in the narrative.

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; providing guest lectures; providing workshops for student or community organizations; and other activities in which faculty members apply their pedagogical expertise outside of assigned semester courses. If included, faculty should provide evidence of these activities in the teaching appendix and speak to them in the narrative.

2.1.7 Innovative teaching: Faculty **may** incorporate innovative teaching methods, strategies, or concepts. Examples include (but are not limited to) the innovative use of electronic or multimedia software; collaboration with students in research projects; creation of podcasts; working with students in

ways that go beyond standard classroom teaching; and other activities that can be considered innovative. If included, faculty should provide evidence of these activities in the teaching appendix and speak to them in the narrative.

2.1.8 High impact practices: Faculty **may** incorporate high impact practices in their teaching. 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 cultural center exhibit; mentoring students and engaging them in research or other scholarly activities; and other university-designated high impact practices. If included, faculty should provide evidence of these activities in the teaching appendix and speak to them in the narrative.

2.2 Evaluations of Teaching: Class Visits [peer evaluation of teaching] and SOQs

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 the quantitative portions of SOQ assessment.

2.2.1 Class visits [peer evaluation of teaching]:

The goal of class visits by peers is to evaluate and help probationary faculty improve their teaching. Procedures for class visits shall follow those laid out in UPS 210.080.

The peer reviewer shall consider the class visit and course syllabus with the following 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 are they presenting current information?
- Does the faculty member interact well with students, and are they 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.

- Probationary faculty [Assistant Professor rank] shall arrange an appropriate time for class visits by a DPC member for at least one face-to-face class [and one online class if both are taught] 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 and speak to them in the narrative.
- Tenured faculty [Associate Professor rank] shall invite class visits by a colleague for at least one traditional class [and one online class if both are taught] prior to application for promotion to Full

Professor. Faculty members should provide evidence of class visits in the teaching appendix and speak to them in the narrative.

- 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 include in the teaching appendix and speak to this in the narrative.

2.2.2 Student Opinion Questionnaires (SOQ reports):

The primary goal of teaching evaluations is to improve teaching; Student Opinion Questionnaires (SOQs) provide one type of evidence for evaluating teaching effectiveness. Student evaluations of teaching are often influenced by students' unconscious and unintentional biases about the race, gender, sexual orientation, age, religion, national origin, and other characteristics of the instructor that have no relationship to their teaching effectiveness. There is general recognition that SOQ scores for online classes may be substantially different from scores for face-to-face classes. Further, factors such as class size, general education or major's course, new preparation, etc. If relevant, faculty should discuss these factors as well as issues of cultural and/or identity taxation they may have experienced, such as those defined in UPS 210.002. SOQ data must therefore be interpreted cautiously and contextually. We affirm that SOQs in general should be weighted less than the other materials used in the evaluation of teaching. Overall, patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. Further, SOQ numerical data are weighted less than salient patterns in the written comments.

- SOQ forms give students the opportunity to make written comments. 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. If these patterns in student comments indicate possible 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.
- SOQ forms give student the opportunity to "score" faculty on the questions asked in the SOQ form. The total of A and B frequency distributions ideally will be 80% or higher. However, there may be reasons why they are lower, as described above. For evaluation, patterns obtained in different courses over several semesters shall always be considered more informative than isolated, individual frequency distributions. In their teaching narratives, faculty members should discuss patterns of low average percentages of A and B responses for specific SOQ questions, for particular classes or for particular semesters. Faculty members should discuss how possible weak areas were addressed in subsequent semesters, or how these might be addressed in future semesters.
- A faculty member with consistently low SOQ frequency distributions, or patterns of negative comments, shall consult with the chair and with their mentor, with the goal of improving and/or justifying and/or explaining student perceptions of their class experiences. Class visits from peers (see 2.2.1) should attend to these concerns in their evaluations.

Evaluation of Overall Teaching Effectiveness

Includes **Pedagogical Approach and Methods (2.1)** and **Evaluation of Teaching (2.2)**. Teaching effectiveness shall be rated using three categories: Excellent, Good, and Poor.

Rating	Evidence
Excellent	Evidence of strong, thoughtful, and effective course designs and implementations, teaching strategies and assessment tools (2.1.1 and 2.1.2). Evidence of ongoing development of teaching skills

	(2.1.3) and currency in the field (2.1.4). Faculty member has engaged in two or more examples of teaching effectiveness in at least one of the optional indicators (2.1.5 – 2.1.8). Evidence of teaching evaluations (2.2): Peer evaluations are positive; for probationary faculty, demonstrated efforts to improve any weak areas noted (see 2.2.1). SOQ frequency distributions and written comments are predominantly positive; low frequency distribution patterns or patterns of negative comments are discussed in the narrative (see 2.2.2). Clear application of pedagogical development and improvement is shown with regard to recommendations from past RTP reviews.
Good	Evidence of appropriate course designs and implementations, teaching strategies and assessment tools (2.1.1 and 2.1.2). Evidence of ongoing development of teaching skills (2.1.3) and currency in the field (2.1.4). Evidence of teaching evaluations (2.2): SOQ frequency distributions and written comments are mostly positive; low frequency distribution patterns or patterns of negative comments are discussed in the narrative. For probationary faculty, demonstrated efforts to improve any weak areas noted in class visits by peers (see 2.2.1). Most recommendations from past RTP reviews have been addressed with regard to pedagogical development and improvement.
Poor	Evidence reflects weak, limited, or ineffective course designs and implementations, teaching strategies and assessment tools. Weak, limited or no evidence of currency in the field and ongoing development of teaching skills (see list of indicators in 2.1). Evidence of teaching evaluations (2.2): SOQ frequency distributions are low and written comments are largely negative. The candidate has made insufficient effort to address and improve over time low SOQ frequency distribution patterns, negative SOQ written comments, and problems or weak areas identified by peer evaluations. For probationary faculty, limited or no demonstrated efforts to improve any weak areas noted in class visits by peers (see 2.2.1). Lack of applied changes in response to suggestions made in previous RTP reviews.

Retention, Tenure and Promotion

RE: Teaching

Evaluators shall consider multiple criteria in the evaluation of faculty teaching, including the possible effects of cultural and/or identity taxation.

2.3 RETENTION:

A rating of Good in Overall Teaching Effectiveness, at minimum, is required for retention beginning with year 3. Evaluators may recommend retention with a rating of Poor in probationary years 1 and/or 2 with the expectation that continuous improvement be shown in subsequent years.

2.4 TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:

A rating of Good in Overall Teaching Effectiveness, at minimum, is required for tenure and promotion.

2.5 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 Effectiveness throughout the period of probation.

2.6 PROMOTION TO PROFESSOR:

A rating of Good in Overall Teaching Effectiveness, at minimum, is required for promotion to Full Professor.

2.7 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 Effectiveness 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 210.000, 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, local or virtual/online. 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 addition 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 they undertake. Evaluations should take into account evidence of cultural and/or identity taxation. For RTP actions, the faculty member shall provide a narrative concerning the ongoing program of scholarly and creative activity in which they have been engaged and discuss cultural and identity taxation issues if relevant. The statements in the narrative shall be accompanied by supporting evidence in the 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 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.

3.4 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.

3.5 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 active IRB protocols, description of the research questions or purpose, methods, theoretical framework or application, description of the data collected, and significance of the project.

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

Evaluators shall consider multiple criteria in the evaluation of faculty scholarship and creative activities, including the possible effects of cultural and/or identity taxation.

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 one of the following options:

- (A) the production of a scholarly book (3.1) plus one other work from Categories 1 or 2 (3.2 through 3.7).
- (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; no more than one may be from 3.9).

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 additional 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 one of the following options:

- (A) the production of a scholarly book (3.1) plus one other work from Category 1 or 2 (3.2 through 3.7).
- (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; no more than one may be from 3.9).
- (C) A tenured faculty member who does an extraordinary amount of service may have less time for research and publication (for example, serving on the Academic Senate, serving as Program Coordinator, or other time-intensive service). In this option, one peer-reviewed article/book chapter /proceedings article (3.2), plus four other works from Categories 1, 2, or 3 (3.2 through 3.9; no more than one may be from 3.9), and a documented account of the excess service [over and above the standard service requirements described in 4.7 below].

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, or C above], and at least two additional contributions from Category 2 (3.3-3.7).

(4) PROFESSIONAL AND SERVICE ACTIVITIES

According to University policy, each faculty member shall contribute to the University, to the profession, and to the community through appropriate service and professional 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. Because the Division of Anthropology is small, and the Cultural Anthropology Program is a small program within it, service

to the Division/Program by all faculty is essential. At all levels of review, the Cultural Anthropology Program requires that faculty members participate in at least three service activities per year: to the Cultural Anthropology Program; the Division of Anthropology; the College of Humanities and Social Sciences; or a University-wide service activity or committee; but with emphasis on service to the Program/Division. 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). Evidence of service activities may be [for example] a letter or email from the committee, chair, or organization, or other appropriate documentation of the contributions made. Exceptions to this requirement include probationary years 1 and 2 for Assistant Professors, and semesters/years of sabbatical or other approved leave for Associate Professors. Evaluation of service shall take into account evidence of cultural and/or identity taxation. The faculty member under review should discuss in their narrative, if relevant.

4.1 Service to the Program/Division/College/University

Service to the Program/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 web page;
- 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 lectures 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;
- Serving on graduate thesis, project, or exam committees;
- Specialized mentoring of students (e.g., McNair or Fulbright scholarships, or honors program);
- Serving as a graduate student mentor through the Graduate Studies Office;
- Engaging students in one's research and other scholarly activities;
- Giving guest lectures on specialty areas at academic or research institutions or organizations;
- Other types of service to the program/division/college/university.

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;
- Other types of service to the profession.

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 Principal 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;
- Other types of service to the community.

RETENTION, TENURE AND PROMOTION

RE: Professional and Service Activities

Evaluators shall consider multiple criteria in the evaluation of faculty service, including the possible effects of cultural and/or identity taxation.

4.4 RETENTION: The faculty member must participate in an equitable share of service activities for the department in addition to their service activities to the university, the profession and to the community. During the first two years, probationary faculty shall take part in limited Program/Division-level service activities and are not required to serve on college or University committees, or to do professional and community service activities. In probationary years 3 to 6, an equitable share requires an **average** of five total service activities per year. An **average** of three activities per year must be in service to the Program/Division or to the College/University, but with emphasis on the Program/Division. The other activities may be in the other two categories of service (to the Profession or to the Community), with some attention to each across the years of review.

4.5 TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: The faculty member should have continued to participate in an **average** of five total service activities per year across years 3 to 6 of the review period. An **average** of three activities per year must be in service to the Program/Division or to the College/University, with emphasis on the Program/Division. The other activities may be in the other two categories of service (to the Profession or to the Community), with some attention to each across years 3-6 of review. We recognize that some years may have more service than other years.

4.6 EARLY TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: The faculty member should have participated in an **average** of six total service activities per year across the review period. At least four of these activities must be in service to the Program/Division or to the College/University, with emphasis on the Program/Division. The other activities may be in the other two categories of service (to the Profession or to the Community), with some attention to each. We recognize that some years may have more service than other years.

4.7 PROMOTION TO PROFESSOR: The review period for promotion to Full Professor begins the day after the faculty member submitted their RTP file for consideration of promotion to Associate Professor. The faculty member should have continued to participate in an **average** of five total service activities per year across the review period, excluding semesters/years of sabbatical or other approved leave. Three of these activities must be in service to the Program/Division or to the College/University, with emphasis on the Program/Division. The other activities may be in the other two categories of service (to the Profession or to the Community), with some attention to each. We recognize that some years may have more service than other years.

4.8 EARLY PROMOTION TO PROFESSOR: The review period for promotion to Full Professor begins the day after the faculty member submitted their RTP file for consideration of promotion to Associate Professor. The faculty member should have participated in an **average** of six total service activities per year across the review period, excluding semesters/years of sabbatical or other approved leave. At least three of these activities must be in service to the Program/Division or to the College/University, with emphasis on the Program/Division. The other activities may be in the other two categories of service (to the Profession or to the Community), with some attention to each. We recognize that some years may have more service than other years.

SUMMARY of REQUIREMENTS FOR RETENTION, TENURE and PROMOTION

RETENTION: The probationary faculty member shall be evaluated for retention by the criteria described in sections 2.3, 3.10, and 4.4.

Teaching (2.3):

- A rating of Good in Overall Teaching Performance, at minimum, is required for retention, beginning with year 3.

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 Department Personnel Standards.

Service (4.4):

- During the first two years, probationary faculty shall take part in Program/Division-level faculty governance but are not required to serve on college or University committees, or to do professional and community service activities. In probationary years 3 to 6, an equitable share requires an **average** of five service activities per year. An **average** of three activities per year must be in service to the Program/Division or to the College/University, with emphasis on the Program/Division. The other activities may be in the other two categories of service (to the Profession or to the Community), with some attention to each across years 3-6 of review.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: The faculty member must meet the requirements for tenure and promotion to associate professor as described in 2.4, 3.11, and 4.5.

Teaching (2.4):

- 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 one of the following options.

- (A) the production of a scholarly book (3.1) plus one other work from Categories 1 or 2 (3.2 through 3.7).
- (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; no more than one may be from 3.9).

Service (4.5):

- The faculty member should have continued to participate in an **average** of five total service activities per year across years 3 to 6 of the review period. An **average** of three activities per year must be in service to the Program/Division or to the College/University, with emphasis on the Program/Division. The other activities may be in the other two categories of service (to the Profession or to the Community), with some attention to each across the years of review.

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 2.5, 3.12, and 4.6.

Teaching (2.5):

- 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 an **average** of six total service activities per year across the review period, excluding periods of sabbatical or approved leave. At least four of these activities must be in service to the Program/Division or to the College/University, with emphasis on the Program/Division. The other activities may be in the other two categories of service (to the Profession or to the Community).

PROMOTION TO PROFESSOR: Faculty member must have met the requirements for promotion to professor as described in 2.6, 3.13, and 4.7.

Teaching (2.6):

- 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 one of the following options:
 - (A) the production of a scholarly book (3.1) plus one other work from Category 1 or 2 (3.2 through 3.7).
 - (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; no more than one may be from 3.9).
 - (C) A tenured faculty member who does an extraordinary amount of service may have less time for research and publication (for example, serving on the Academic Senate, serving as Program Coordinator, or other time-intensive service). In this option, one peer-reviewed article/book chapter/proceedings article (3.2), plus four other works from Categories 1, 2, or 3 (3.2 through 3.9; no more than one may be from 3.9), and a documented account of the excess service [over and above the standard service requirements described in 4.7 below].

Service (4.7):

- The faculty member should have continued to participate in an **average** of five total service activities per year across the review period, excluding periods of sabbatical or approved leave. Three of these activities must be in service to the Program/Division or to the College/University, with emphasis on the

Program/Division. The other activities may be in the other two categories of service (to the Profession or to the Community).

EARLY PROMOTION TO PROFESSOR: Faculty member must have met the requirements for early promotion to professor as described in **2.7**, **3.14**, and **4.8**.

Teaching (2.7):

- 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, B, or C above], and at least two other contributions from Category 2 (**3.3-3.7**).

Service (4.8):

- The faculty member should have participated in an **average** of six total service activities per year across the review period, excluding periods of sabbatical or approved leave. At least three of these activities must be in service to the Program/Division or to the College/University, with emphasis on the Program/Division. The other activities may be in the other two categories of service (to the Profession or to the Community).



Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a pencil or a dark pen to mark an X inside the box of your choice.

Correction: ☐ ☒ ☐ ☒ ☐ If you make a mistake, erase or completely fill in the box with the wrong answer and mark an X for the correct answer.

1. Student Opinion Questionnaire

Above Average
Excellent

Below Average

Unacceptable

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

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1.1 | Preparation for class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 | Knowledge of the subject matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 | Enthusiasm for subject matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 | Organization and clarity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 | Syllabus accurately reflects assignments, grading procedures, and requirements/goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6 | Encouragement of questions and/or discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.7 | Use of varied teaching methods and assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.8 | Availability and helpfulness in class and office hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.9 | Provided feedback on exams and assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

- | | | | | | | |
|------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1.10 | Inclusion of thought-provoking material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.11 | Thinking about the human experience in new ways | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.12 | Encouragement of critical thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.13 | Overall, I would recommend this course to other students as: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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.

