

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF ANTHROPOLOGY**

**POLICY
FAC 752-19**

Implemented: 09 / 26 /2019

Definition: A policy for the elevation of tenure track faculty within the Department of Anthropology.

Authority: CSU/CFA Unit 3 Collective Bargaining Agreement

Scope: Tenure Track Faculty within the Department of Anthropology, College of Humanities, Arts, Business and Social Sciences.



Ellen J. Neufeldt, President

9-26-19

Approval Date



Kamel Haddad, Interim Provost & Vice President for Academic Affairs

8/27/19

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I. INTRODUCTION AND OVERVIEW

This document elaborates on the CSUSM *Faculty Personnel Policies and Procedures for Retention, Tenure, and Promotion* and the *CHABSS College Standards and Procedures for Retention, Tenure, and Promotion*. It provides guidance to faculty members concerning the Anthropology Department's expectations, and it guides review committees in recommendations related to retention, promotion, and tenure. In addition, it is intended to encourage faculty members to think carefully about how they can best contribute to the mission of the University, College, and the Department throughout their careers.

The Anthropology Department at CSUSM aims to promote understanding of the diversity of human experiences and perspectives, guided by a Mission Statement that complements the University's values of intellectual engagement, community, integrity, innovation, and inclusiveness. Our curriculum provides students with the knowledge, critical thinking, research, and communication skills necessary to explore, understand, and improve their social worlds. It helps students develop theoretical frameworks and research methods that they can apply and refine in a concentrated area of study. The Anthropology Department builds academic excellence through high-quality programs, rich learning opportunities, and exceptional faculty. The Department embraces anthropology's holistic perspective when examining human phenomena. The Anthropology Department's curriculum consists of lower division courses that provide introduction to the discipline and its topics, areas of investigation and basic methodologies; core courses that provide concentration in several sub specialties of anthropology and 400 level field courses which expose students to applied research in anthropology. The fieldwork-based courses engage majors in collaborative applied research that aims to build their capacity to conduct first-hand research as well as establish and foster relationships within the local community.

The Department expects the WPAF to demonstrate active engagement of the faculty member in their role as a teacher-scholar. This may be shown in a variety of ways, depending upon the interests and strengths of the faculty member, the faculty member's rank and experience, and the needs of the Department, University, College, and community. Each faculty member is expected to be actively engaged in each of the three RTP evaluation areas. Reflective statements and supporting evidence for each of the three areas of evaluation—teaching, research/creative activity, and service must be included. As some activities could possibly be applicable to all three categories of evaluation, in accordance with the University RTP document, each activity must be assigned to only one category; however the reflective statement should describe and elaborate the areas of cross over and interrelatedness.

At each review, probationary faculty in tenure-track lines should clearly demonstrate progress toward the standards for retention, tenure and/or promotion, as described in the University, College, and Departmental documents. Faculty shall respond to advice offered in the most recent prior review when submitting the file for subsequent evaluations.

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II. TEACHING**A. Overview**

Faculty under review must demonstrate consistent teaching effectiveness. Effective teaching includes the introduction and elaboration of anthropological topics, methods of inquiry, theoretical approaches, and application of anthropological perspectives in understanding human phenomena. Faculty members under evaluation are also expected to develop new curriculum stemming from their own areas of specialty and interest, as appropriate.

B. Reflective Statement

In accordance with University and college RTP standards, the faculty member generates a reflective statement that provides their teaching philosophy, pedagogical approaches and instructional methods, course content and focus, assessment practices, and evidence of teaching effectiveness, including student evaluations of teaching, course syllabi, and student work. In addition, issues raised in the most recent prior review must be addressed in the statement and changes made in response to feedback must be articulated in the statement.

In accordance with University and college RTP standards, the faculty member is expected to employ a variety of pedagogical methods such as lecture, discussion, active or collaborative learning and other high impact practices. Faculty should be sensitive and adjust pedagogy as needed to students' diverse learning styles; provide prompt, constructive feedback to students; and listen carefully to and communicate respectfully with students. In addition to the university and college RTP standards in teaching, the Anthropology Department expects the faculty member to articulate in the reflective statement contributions made towards Anthropology teaching in the following areas:

1. **Course and Curriculum Delivery and Development**
 - a. Contributions to the delivery of Departmental curriculum;
 - b. Contributions to delivery of 400-level field based research courses;
 - c. Contributions to curricular development and establishment of new courses reflecting the faculty member's areas of specialty and scholarly interest, as needed and as appropriate.
2. **Course Content: The Faculty Member's Courses are Expected to:**
 - a. Reflect the disciplinary foundations of anthropology and anthropological inquiry;
 - b. Have learning goals that reflect a diversity of perspectives;

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- c. Promote the development of basic skills, such as clear writing, critical thinking, information literacy, collaboration with peers, and articulate oral and written communication;
- d. Incorporate ethical standards as outlined by professional Anthropological associations (i.e., The American Anthropological Association or the Society for American Archaeology)
- e. Include course activities that apply anthropological approaches and concepts;
- f. Result in fair but rigorous grading of students in accordance with the definitions of letter grades provided in the University Catalog.

C. Sources of Evidence for Teaching Effectiveness

Demonstration of effective teaching should relate to statements made in the reflective statement and should be discussed in terms of how they demonstrate teaching effectiveness.

1. Required Evidence:

- a. **University administered student evaluations of teaching** are required for all faculty. The Anthropology Department's standard is that mean scores on student evaluations be in the 4 to 5 (good to excellent) range and not be consistently and substantially lower than mean scores for similar courses. Instances in which scores are low should be discussed in the reflective statement.
- b. **Course syllabi** are expected to provide essential course information (schedules, assignments, grading policies, performance expectations, etc.) and should reflect the extent to which the faculty member has identified and given thoughtful consideration to the student learning outcomes of each course.

2. Additional Evidence: Other evidence demonstrating teaching effectiveness should be discussed and included in the WPAF. Examples include [but are not limited to]:

- a. Samples of graded assignments, papers, and/or exams (with student name removed);
- b. Samples of assignments and activities;
- c. Examples of assessment techniques;
- d. Lecture outlines and power point slide sequences;
- e. Effective use of guest speakers, videos, etc.;

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- f. Materials produced in collaboration with students through coursework; field reports, videos, books, oral histories, survey reports, posters etc.;
- g. Examples of changes made in pedagogy based on feedback, assessment, additional training, etc.;
- h. Participation in teaching-related workshops and evidence of how the training was used in teaching;
- i. Teaching awards;
- j. Establishment of new community partnerships stemming from collaborative teaching and curricular activities;
- k. Examples of technological competence and innovation.

III. RESEARCH/CREATIVE ACTIVITY**A. Overview**

The Anthropology Department expects faculty to have a clear research agenda leading to sustained scholarly contributions to the discipline of Anthropology. At the same time, the Anthropology Department recognizes and values applied research that reaches outside of the academy to a more general audience. Anthropology faculty are expected to follow ethical guidelines from their respective professional associations as well as follow federal mandates related to research and seek out required approvals for research. Finally, when appropriate, faculty members are encouraged to involve students in their scholarly work. Candidates will demonstrate effective scholarly effort by identifying and providing evidence of research activities. We recognize that other items may be considered major scholarly achievements. In these cases it is expected that the faculty member will provide evidence and arguments that make the case that an item belongs in this category. We suggest that the faculty member consult with senior faculty if there are questions about the most appropriate category for an item.

B. Sources of Evidence of Research Achievement**1. Major scholarly achievements include:**

- a. Peer reviewed journal articles in which the faculty member's contribution is substantial (author, co-author), and which are published or accepted for publication in well-respected academic journals. Anthropology recognizes that opportunities to publish in academic settings among the anthropological subfields varies. In Archaeology for example, anthropologists often co-author research findings and have a wider range and larger number of venues for publishing. In Cultural Anthropology publishing is often an individual

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- endeavor and there are limited high profile peer edited volumes available for publication.
- b. Book chapters published in which the faculty member's contribution is substantial (author, co-author) and is an original work.
 - c. Scholarly book authored or edited by the faculty member.
 - d. Community based and/or organizational applied and or/collaborative research in which the researcher is the Principal investigator and or co-investigator.
 - e. Technical, evaluation or field reports commissioned by either governmental or non-governmental agencies that are the result of research done by the faculty member.
 - f. Dissemination and/or involvement of faculty research and/or expertise in public and professional venues or spaces (invited blogs, curated museum exhibits, films).
 - g. Accepted articles and books written collaboratively with community partner.
 - h. Successful externally funded grant or fellowship from a federal agency, nationally recognized foundations and endowments, or grants from state or locally recognized foundations.
 - i. Commissioned white paper by a governmental or nonprofit agency in which the faculty member's contribution is substantial (author, co-author), and which is published with an applied outcome, such as informing public policy or assisting an agency in development of priority objectives.
2. **Additional Achievements**—it is expected that the faculty member will provide evidence of sustained contributions scholarly achievement other than those mentioned above. Examples of sustained contributions include but are not limited to:
- a. Unfunded external grant proposals
 - b. Funded internal grants
 - c. Published book review
 - d. Conference presentations, invited addresses
 - e. Organization of conferences or events related to the faculty members' program of research

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- f. Book and journal articles that do not meet the criteria outlined above for scholarly work.

C. Examples of Evidence Documenting Research/Creative Activity are found in the CHABSS and University RTP policies.

IV. SERVICE**A. Overview**

Service obligations are taken seriously in the Anthropology Department and are highly valued in the RTP process. Faculty are expected to participate in service at all levels—Department, College, University, and community-when appropriate. Documentation of service should be accompanied by a reflective statement revealing the impact of the service on the Department, College, University, and community. The CHABSS and University RTP documents articulate appropriate activities that qualify as service, and the Anthropology Department concurs with these policies.

B. Levels of Service

1. **Departmental Level Service:** Service activities at the Departmental level include but are not limited to:
 - a. Attending Departmental meetings
 - b. Academic advising
 - c. Conducting transfer/freshmen orientations
 - d. Active participation in Departmental activities involving hiring of new faculty, assessment, program review
 - e. Advisement of student-run Anthropology Club
 - f. Attendance at commencement ceremonies
 - g. Serving as Department chair
 - h. Management of Departmental laboratories
 - i. Service on Peer Review Committees
 - j. Program and curricular development

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2. **College/University Level Service:** Service activities at the College/University level include but are not limited to:
 - a. Academic Senator
 - b. Chair or member of College or Academic Senate Committee (e.g. CAPC, IRB, FAC, etc.)
 - c. Faculty Mentor Program participation
 - d. Participation in Campus Connect
 - e. Participation in job searches
 - f. Participation in ad hoc committees
 - g. Regular participation in University events (e.g. Super Stem Saturday, Open House, Convocation, etc.)

3. **Community/Professional Level Service:** Service at the Community/Professional level include but are not limited to:
 - a. Advisory Boards of Professional Entities (e.g. hospital advisory board, community advisory board, professional advisory board)
 - b. Speaker, community event
 - c. Peer Review of journals and conferences
 - d. Professional presentations to community or University organizations
 - e. Officer or committee member in professional society
 - f. Journal editor

C. Examples of evidence documenting Service are found in the CHABSS and University RTP policies.

V. Departmental Expectations at Performance and Periodic Reviews

All Anthropology faculty are expected to continuously produce and contribute to the three areas of evaluation throughout their careers in the Department.

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A. Expectations for Retention of Probationary Faculty

Retention recommendations are based on evaluation of achievements of the faculty member in the three areas as well as assessment of the faculty member's potential to be a productive Department, College, and University citizen. Tenure and promotion recommendations are based upon evaluations of the overall record of the faculty member in the three areas. Faculty members' accomplishments that were part of the record at the time of hiring or prior promotion generally are not considered in subsequent evaluation cycles, except as evidence of performance continuity or in the case of new hires who were awarded service credit.

1. **Teaching:** Faculty are expected to clearly establish their effectiveness as instructors during the probationary period as outlined in section II.
2. **Research/Creative Activity:** The faculty member is expected to establish a scholarly agenda and to generate scholarly achievements towards tenure, as outlined in section III, before promotion to Associate Professor.
3. **Service activities** should reflect increasing levels of engagement starting with Departmental service in the first year or two and additional service in the College, University, and/or community level in the later probationary years. Areas of consideration are outlined in section IV.

B. Expectations for Tenure and Promotion to Associate Professor

1. **Teaching:** Faculty member should have generated evidence of effective teaching as outlined in section II.
2. **Research/Creative Activity:** In addition to evidence of continuous engagement in scholarship, faculty should be able to provide evidence of an established record in research activity as outlined in section III.
3. **Service:** The record of service should include College/University level contributions as well as significant community contributions as outlined in section IV.

C. Expectations for Promotion to Full Professor

1. **Teaching:** The faculty member should show continued effectiveness in teaching as outlined in Section III.
2. **Research/Creative Activity:** The faculty member should demonstrate substantial achievement in research by providing evidence of scholarly contributions, as outlined in Section III, since the last promotion.

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3. **Service:** Service should be sustained throughout the period, as outlined in section IV, since last promotion and should include leadership positions in the College, University, or larger community.

D. Expectations for Post-tenure Periodic Review After Promotion to Associate Professor

Faculty are expected to remain engaged in their research trajectory, demonstrate success in teaching, and contribute to service.

E. Expectations for Post-tenure Periodic Review After Promotion to Full Professor

1. Faculty are expected to remain engaged in teaching, scholarship, and service.
2. The Department recognizes that, after promotion to Full Professor, a faculty career may take a variety of forms. Therefore, the weight given to each of the three areas may differ among faculty.