



CALIFORNIA STATE UNIVERSITY, CHICO

Department of Anthropology

Personnel Policies and Procedures

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I. **Retention, Tenure and/or Promotion**

The following personnel policies and procedures are established for the Department of Anthropology and parallel those of the University. In the application of these policies and procedures the specific characteristics and needs of the department must be considered in creating and maintaining selected quality undergraduate and graduate programs. The Department of Anthropology has traditionally stressed the purposeful integration of liberal and applied learning that provides our students with the knowledge, skills, and intellectual capabilities that form the basis for life-long learning. Our specific guidelines affirm the importance and integration of scholarship and public service. There are four areas of evaluation that must be considered for each candidate for retention, tenure, and/or promotion: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community, and Contribution to Strategic Plans and Goals of the Department, College, and University. Each of these areas must be carefully considered and documented in the review process.

A. **Evaluation Areas**

1. **Instruction:** Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion for teaching faculty. Instruction may be defined as classroom and related instructional activities. This includes an array of potential contributions to the creation and support of an innovative, high-quality, student centered learning environment.
 - a) Criteria for evaluating instruction will include:
 - (1) Candidate self-evaluation
 - (2) Classroom syllabi and materials
 - (3) Classroom visitations
 - (4) Student evaluation of teaching (SETs)
 - b) Consideration will also be given to individual
 - (1) Contributions to student outcomes assessment
 - (2) Effectiveness in advising students
 - (3) Curriculum innovations including the application of instructional technology
 - c) Classroom Observation Guidelines
 - (1) The teaching effectiveness of all tenure track faculty will be evaluated, in part, through annual classroom observations (observations will be carried out by a member of the Department Personnel Committee (hereafter, the Committee). The individual faculty being evaluated shall be provided a notice of at least five (5) days that a classroom visit is to take place. Visitation dates will be established by the Committee in consultation with the faculty member under review.
 - (2) The number of classes to be observed and the number of visits will be determined by the Committee.
 - (3) Classroom performance will be evaluated in terms of appropriateness of subject matter, style and clarity of presentation, and student-teacher interaction.

- (4) The Committee will present a written summary of its class evaluation to the faculty member being evaluated, and to their PAF.

d) Student Evaluations (SETs)

- (1) Written or electronic student evaluations of teaching (SET) shall be required for all faculty unit employees who teach. All classes taught by each faculty unit employee with six or more enrolled students shall have such student evaluations. See CBA 15.15.

2. **Professional Growth and Achievement:** Professional growth and achievement are also essential considerations for retention, tenure, or promotion for teaching faculty as they are directly or indirectly related to effective instruction. Continued first-hand knowledge of his or her field is required of all teaching faculty. Disciplinary currency through scholarship may take on a variety of forms, the common attribute of which is the creation of something that did not exist before; further, that it is validated and communicated to others. Forms of scholarship valued by the department include those related to *discovery* and the *integration of knowledge* the *application* of new technologies and methods, and the development and refinement of *teaching and learning strategies*. It is through these varied forms of scholarship that professional growth and achievement are evaluated.

a) Criteria for evaluating professional growth include:

- (2) Membership in relevant professional organizations
- (3) Attendance at professional meetings
- (4) Applying for a grant
- (5) Active involvement in research
- (6) Other evidence of professional growth that a candidate chooses to submit

b) Criteria for evaluating professional achievement include:

- (1) Publications (books, articles in refereed journals, monographs, book reviews)
- (2) Service in significant consulting roles
- (3) Receiving state or national recognition
- (4) Securing a grant
- (5) Innovations in the application of electronic instructional media
- (6) Other evidence of professional achievement that the candidate chooses to submit

3. **Other Contributions to the University and Community:** Other contributions to the University and community by each teaching faculty member are essential considerations for retention, tenure, or promotion, for upon them rest the total academic environment which contributes to effective instruction. Each faculty member is expected to establish professional relations with his/her colleagues and carry a reasonable share of committee work and other assignments that are a normal part of the University.

a) Criteria for evaluating contributions to the University and community include:

- (1) Participation on department, college, and university committees in terms of quality as well as quantity
 - (2) Administrative assignments
 - (3) Interdisciplinary activity
 - (4) On-campus or community activities or service related to one's University position
 - (5) Other evidence that a candidate chooses to submit
4. **Contribution to Strategic Plans and Goals of the Department/Unit, College, and University:** Evaluations and recommendations with respect to each faculty member under review shall be made in conformance with the strategic plans. Efforts by each faculty member to further the realization of the Strategic Plan in ways not delineated under Instruction or Professional Growth and Achievement should be documented and duly acknowledged.

B. Specific Consideration for Retention:

1. Retention beyond the third full-time probationary year shall be granted only to probationary faculty members whose performance appears to afford them a reasonable possibility of obtaining tenure in due course. This issue should be faced squarely at the time of the review that takes place during the third year of a probationary faculty member. Such performance shall be documented in personnel reports.
2. Probationary faculty should demonstrate the following: Effective instruction, effective professional growth and achievement, and effective in University and Community service. Contribution to strategic plans and goals of the Department/Unit, College, and University is not rated, however, faculty are expected to demonstrate their performance facilitates the university's, college's and department's abilities to meet their strategic plans and goals. Faculty up for retention must demonstrate whether or not they are making satisfactory and continuous progress toward the achievement of the criteria in addition to whether or not they have met the criteria.
3. Full time temporary faculty who are appointed to a tenure-track appointment may be granted a maximum of two years of credit toward tenure.

C. Specific Considerations for Tenure

1. At the time of tenure review, considerations will be given to the continuity and development of the candidate's total performance.
2. As tenure normally involves a long term commitment by the University to the faculty member, tenure review should be particularly rigorous in each of the evaluation areas.
3. To be recommended for early tenure, clear evidence of superior Instruction as well as superior Professional Growth and Professional Achievement, and superior Other Contributions to the University and Community is required.
4. Tenure may not usually be conferred later than the sixth year.
5. For tenure, clear evidence of effectiveness in teaching as well as effectiveness in Professional Growth and Professional Achievement, and Other Contributions to the University and Community is required.

D. Specific Considerations for Promotion

1. In the consideration of promotion, the review process must take into account the faculty member's record of performance during all years at the present rank.
2. Tenured faculty will be reviewed annually for promotion unless the faculty member requests in writing that no review take place in a particular annual cycle.
3. Evidence of performance while at California State University, Chico shall be the primary consideration in all promotions.
4. Persons with less than normal time in rank may be recommended for accelerated promotion in cases of exceptional merit. To be recommended for early promotion in any rank, an individual must have ratings of superior in the three areas of evaluation, Teaching, Professional Growth and Achievement, and Other Contributions to the University and Community.
5. Issues regarding the terminal degree or any equivalency should be resolved before tenure is granted and should not, therefore, be in question for subsequent promotions.
6. For promotion to associate professor, clear evidence of effectiveness in all areas of evaluation is required. For promotion to full professor, clear evidence of effectiveness in teaching and one other area as well as a rating of superior in the one remaining areas are required.
7. Candidates for promotion to the rank of associate professor and full professor should have demonstrated both achievement and potential for growth in each of the areas of evaluation, and in addition, candidates for promotion to professor must also clearly demonstrate substantial professional recognition at and/or beyond the University itself. Substantial professional recognition on and/or off campus may be achieved through:
 - a) recognized standing and leadership in teaching and curriculum development;
 - b) holding of significant visiting professorship;
 - c) creation and publication of instructional materials that receive recognition and use;
 - d) publication in highly regarded professional journals; significant commissions in creative arts;
 - e) recognition in the creative or performing arts through major exhibits, recitals, or compositions;
 - f) publication of books and non-profit materials related to one's professional field (but not subsidized in publication by the faculty member);
 - g) having one's work in the visual arts included in permanent collections of highly regarded institutions;
 - h) holding of office in regional, state, national, and international professional associations;
 - i) delivering papers before professional societies;
 - j) holding of significant consultantships; and
 - k) receiving of nationally recognized grants and fellowships or significant awards and prizes.

- (1) Faculty members will be promoted on consideration of merit only, with a higher degree of excellence and involvement expected at each successive rank. The concept of time rank is not interpreted to mean that individuals will be promoted on the basis of their length of service alone.
- (2) Persons of exceptional merit who do not meet the requirement of normal time in rank may also be considered for promotion. However, this accelerated promotion will require clear evidence of being Superior in Instruction, Superior accomplishment in Professional Growth and Achievement and Superior in Other Contributions to the University and Community. The greater the divergence from “normal time in rank”, the most outstanding accomplishment that is required for promotion.

II. Temporary Faculty

A. Appointment Standards

1. Preferred qualification, Ph.D. in Anthropology unless specialization in appropriate field through advanced education and/or experience; minimal qualifications, M.A. in Anthropology.
2. Ph.D. in Anthropology is especially preferred for 300 and 400 level classes unless specialization in appropriate field through advanced education and/or experience.
3. Teaching experience with documentation of excellence as evidenced by: classroom observations, course materials (syllabi, exams, assignments, etc.), student course evaluations, teaching awards, letters and other forms of recognition.
4. Prior experience teaching a particular course with evidence of effectiveness.
5. In cases of extreme emergency, the department Chair has the authority to by-pass the preferred qualifications if they cannot be met with current temporary faculty or tenure track faculty. Pre-determined by Chair, qualified MA graduates can teach at the 300 or 400 level.

B. Order Of Assignment Of Available Work

The department follows the guidelines CBA article 12.

C. Criteria For Temporary Faculty Range Elevation

Professional development activities for lecturer Range Elevation are those activities that foster growth in the scholarship of teaching and learning. Lecturers seeking a range elevation will demonstrate a consistent commendable level of facilitating outcomes-based student learning by providing evidence of all of the following, as appropriate to the individual lecturer’s work assignment:

1. Continually refining and improving teaching practices based on self-reflection and feedback from student and faculty evaluation;
2. Clearly aligning assignments and assessment with course outcomes;
3. Development and applying innovative and effective ways of teaching subject matter to diverse student populations;

4. Successfully developing and adapting best pedagogical practices while developing or revising outcomes-based course materials;
5. Effectively developing and using course materials that reflect the current state of knowledge and practices in the field; and
6. Successfully collaborating with faculty in teaching and learning activities, such as working with faculty to develop learning objectives and shared required course materials.

Below is a non-exhaustive list of professional growth and development activities that could be used to demonstrate consistent commendable competence in improving teaching and learning in the classroom. For non-instructional faculty, professional growth and development activities are those that are linked to student success in the context of their work assignments.

7. Maintaining Currency in Subject Areas
 - a) Increased mastery of the discipline evidenced by additional relevant education or an additional degree
 - b) Contributing to and planning professional development activities on campus
 - c) Presenting original work at professional meetings and conference
 - d) Collaborative research and creative activity involving the campus and the community
 - e) Publications, exhibitions, and/or performances that advance knowledge
 - f) Editing professional publications
 - g) External fundraising and resource development related to the mission of the University
 - h) Grant proposals to conduct research in the discipline, to support pedagogy, or to further the mission of the University
8. Development Learning Experiences and Resources
 - a) Participating in activities sponsored by Center for Excellence in Teaching (CELT)
 - b) Developing or leading activities sponsored by Center for Excellence in Teaching (CELT)
 - c) Developing and improving teaching and assessment methods
 - d) Developing and revising outcomes-based curriculum and assessment
 - e) Contributing to the achievement of department curriculum goals
 - f) Successfully employing new technology to foster student learning objectives
 - g) Curriculum and program development
 - h) Collaborative teaching
9. Advising, Supervising, Guiding, and Mentoring Students
 - a) Advising and mentoring students
 - b) Supervising teaching assistants and student assistants
 - c) Advising and mentoring student associations
 - d) Recruitment of retention of students

- e) Involvement of students in the research and creative processes

D. Full-time temporary faculty Periodic Evaluation

1. All full time temporary faculty will undergo an annual review for the initial two personnel cycles, followed by biennial rather than annual reviews. If the candidates' course assignment changes, the review process returns to the initial two-year annual followed by either annual or biennial review cycle.
2. Evaluation of full-time temporary faculty will follow the Periodic Evaluation procedures for tenure-track faculty. The timetable for evaluation of full-time temporary faculty, regardless of the number of years the individual has served, shall follow the schedule of Periodic Evaluation for probationary faculty, with Evaluations to the individual due on or before May 15th. (FPPP 8.2, 8.3)

E. Part-time temporary faculty Periodic Evaluation

1. See FPPP Article 8.2

F. Classroom Observation Guidelines

2. The teaching effectiveness of all part-time temporary faculty will be evaluated, in part, through annual classroom observation(s). Observations will be carried out by a member of the Department Personnel Committee (hereafter, the Committee). The individual faculty being evaluated shall be provided a notice of at least five (5) days that a classroom visit is to take place. Visitation dates will be established by the Committee in consultation with the faculty member under review.
3. The number of classes to be observed and the number of visits will be determined by the Committee.
4. Classroom performance will be evaluated in terms of appropriateness of subject matter, style and clarity of presentation, and student-teacher interaction.
5. The Committee will present a written summary of its class observation to the faculty member being evaluated, and to their PAF.

G. Student Evaluations (SETs)

1. Written or electronic student evaluations of teaching (SET) shall be required for all faculty unit employees who teach. All classes taught by each faculty unit employee with six or more enrolled students shall have such student evaluations.

H. Procedures

1. All part time temporary faculty will undergo an annual review for the initial two personnel cycles, followed by biennial rather than annual reviews. If the candidates' course assignment changes, the review process returns to the initial two-year annual followed by either annual or biennial review cycle.
2. A temporary faculty member, full-time or part-time, appointed to one semester only may be evaluated at the discretion of the department chair, an appropriate administrator or the

department/unit. The employee may request that an evaluation be performed. (CBA Article 15.25).

3. All temporary faculty will participate in the normal Student Evaluation of Teaching process at least once each year they teach.
4. At least one classroom visit shall take place at least once each academic year.
5. The department personnel committee shall submit a report to the part-time temporary faculty and to the department chair. The department chair shall concur, with or without attached comments, or not concur, with attached comments. The department chair will transmit the report and his/her attached comments, if any, to the dean for review and entry in the PAF. The report shall contain a written evaluation of teaching effectiveness and a statement as to whether the teaching performance is satisfactory.
6. The evaluation of temporary faculty results in a periodic evaluation; no recommendation as to subsequent employment is made as part of that process. Subsequent employment is a de novo hiring action with its own consideration and recommendation.

III. Post Tenured faculty

A. Periodic Evaluations

1. For the purpose of maintaining and improving a tenured faculty member's effectiveness, tenured faculty shall be subject to PERIODIC EVALUATION at intervals no greater than five years.
2. Periodic Evaluations shall be conducted in the spring semester and shall be concluded, with copies delivered to the faculty member and the file, on or before May 15.
3. Support Material
 - a) The evaluatee shall provide course syllabi, course examinations, copies or abstracts of publications, evidence of participation in scholarly meetings, copies of papers presented at scholarly meetings, letters of commendation, evidence of committee service, and such additional information as he/she may wish to have considered. The evaluatee shall also provide a copy of his/her most current vita, if this is not already available in the PAF.
 - b) The Committee shall collect other pertinent data which shall include, but is not necessarily limited to, peer and student evaluations of instruction for courses representative of the evaluatee's responsibilities during the evaluation cycle. The Committee also may invite signed, written commentary and evaluation statements from students, faculty, and administrators regarding any relevant area of performance during the evaluation cycle.