

Criteria and Standards for Retention, Tenure and Promotion
Department of Anthropology, Cal Poly Humboldt

Approved by all Anthropology tenure line faculty on April 11, 2025

The Department of Anthropology is committed to encouraging and helping faculty members in the RTP process succeed in their teaching, scholarly/creative activities, and service. This document represents department criteria regarding standards for all three areas of the retention, tenure, and promotion (RTP) process. This document will be periodically updated to reflect changing department and disciplinary trends and needs. Further, this document serves as a guideline, and situations that were not anticipated may arise. If this occurs, the RTP candidate, the IUPC, and the Dean must agree to any exceptions and make a record of the agreement in the Working Personnel Action File (WPAF).

I: AREAS OF EVALUATION

A. TEACHING EFFECTIVENESS

Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students. (Appendix J)

Candidates for RTP must document activities (when applicable) as part of their WPAF. In the Personal Data Sheet (PDS) candidates must also provide critical reflection on their pedagogy and on student feedback surveys and collegial evaluations of their teaching. Candidates should discuss pertinent pedagogical challenges, successes, and modifications on a course-by-course basis; for example, if ANTH 104 is taught several times during the review period, the candidate may reflect on that class as a whole rather than offer a detailed discussion of every section/semester taught.

As a primary means of evaluation, all tenure-line and tenured members of the Anthropology faculty (unless they are on an approved, extended leave such as a sabbatical) should write collegial letters that include descriptions of, and reflections on, their observations and evaluation of the Anthropology faculty candidate's teaching effectiveness. All letters should include suggestions for improvement, where needed, as well as note aspects that work well. Examples of activities/materials to evaluate as part of the observation process include:

1. In-class teaching, including but not limited to: class lecture, discussion, in-class learning activities, and presentation of material.
2. Teaching outside of a traditional classroom setting, such as lab, field, workshops.
3. Course materials, such as syllabi, handouts, assignments, multimedia, and choice of outside materials.
4. Course design/organization, such as use of an online learning management system, assessment strategies, and outcomes as they relate to the course and departmental curriculum goals.

As a secondary means of evaluating teaching, the following will be considered: student letters, and scores and comments on course evaluations. Any pattern of unfavorable comments within or across student letters or official course evaluations, and/or average scores lower than 3.9 on a scale of 0-5 for any evaluative questions (on any official course evaluations) in any offering, must be specifically addressed by the candidate in their PDS.

The faculty of the Department of Anthropology recognize and shall take into account the following, as per Appendix J: “The University recognizes that student feedback is subject to bias, and research has shown that this bias disproportionately impacts faculty of color and faculty who identify as femme, trans, women or non-binary.” It is incumbent on the IUPC to contextualize student feedback and recognize where bias may be a factor; it is incumbent on the faculty member to address potential instances of bias in the PDS. As per Appendix J: “Candidates who find bias in their student feedback (or other content in their file) can appeal to the Dean, in accordance with Article 11 of the Collective Bargaining Agreement.”

Category 1: Essential activities for excellence in teaching effectiveness:

- a. Produces syllabi that follow the campus syllabus policy.
- b. Utilizes course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field, and that enable students to achieve course outcomes.
- c. Effectively uses the campus learning management system (currently Canvas) to communicate course requirements, information, and grades.
- d. Demonstrates evidence of teaching excellence in the classroom based on observation by colleagues.
- e. Participates in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved.
- f. Evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process.
- g. Consistent efforts to improve and adapt teaching with innovative methods such as developing original content or use of active and applicable learning strategies.
- h. Available during regular office hours following the requirements of the campus instructional faculty office hours policy.
- i. Maintains an undergraduate and graduate student advising load on par with other tenure-line faculty. Typically, *faculty will be gradually eased into the full advising load during the first year of a tenure-line position.*
- j. Provides advising to assigned advisees with the goals of success in the major, preparation for work or further educational pursuits, and timely graduation.
- k. Participates in professional development activities (e.g., attends on-campus workshops such as during professional development day, and/or enrolls in training, seminars, or courses on or off campus, and/or reviews pertinent literature) designed to enhance the candidate’s teaching and advising effectiveness.
- l. Achieves a pattern of consistently positive student comments on evaluative letters and official evaluations, and achieves a pattern of average scores of 3.9 or higher (on a scale of 0-5) for any evaluative questions on any official student course evaluations in any offering where the candidate is the sole instructor (3.9 average for each separate question for each time a course it is offered, not average across courses/offerings/semesters).

Category 2: Examples of leadership activities demonstrating excellence in teaching effectiveness:

- a. Develops and implements new/innovative courses and/or course approaches.
- b. Takes a leadership role in revising or developing program curriculum.
- c. Supports students conducting research and/or engaged in applied projects beyond typical class or thesis projects, for example supporting student work that involves substantial direct faculty support and guidance (i.e., more than reading and commenting on theses and class projects/papers).
- d. Leadership in developing departmental resources (e.g., collections, lab materials and protocols) to support department teaching infrastructure.
- e. Conducts workshops or seminars that enhance teaching within the department, college, university, or profession.
- f. Receives a college-, university- or discipline-based teaching/faculty award.
- g. Mentors and/or assists other faculty in their teaching efforts.
- h. Shows leadership in departmental teaching/advising efforts and goals.

Minimum Activities Required for Achievement of Excellence in Teaching for Retention, Tenure and Promotion	
from Assistant Professor to Associate Professor	Achievement of all essential activities for excellence in teaching effectiveness (Category 1)
from Associate Professor to Professor	Achievement of all essential activities for excellence in teaching effectiveness (Category 1), and at least two items demonstrating leadership in teaching excellence (Category 2). .

B. SCHOLARLY / CREATIVE ACTIVITIES

Because faculty members in Anthropology come from a variety of sub-disciplinary backgrounds, and because our scholarly and creative work is often inter- or trans-disciplinary, the following standards reflect a broad definition of scholarship and creative activity that reflects the range of aims, audiences, and methodologies within our field.

It is the responsibility of the candidate to describe activities in the PDS and document activities in the WPAF so that the IUPC can make the appropriate evaluation.

Guiding Principles

1. Scholarly and creative activity shall be evaluated based on the contents of the PDS and WPAF.
2. We recognize that scholarship and creative activity may take many forms and employ many different methodologies.
3. We embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* (discovery, integration, application, teaching, and community engagement) and as outlined in Appendix J, Section IX.B.2.a-e, with the understanding

that to be considered for evaluation for tenure/promotion, all forms of scholarship and creative activity must be disseminated beyond Cal Poly Humboldt and subject to some form of peer review or related evaluation.

4. We value work in the academic area of expertise produced for academic and/or non-academic audiences.
5. We value collaborative research and creative activity and co-authored publications, on the same level as solitary or single-authored work, depending on the candidate's contribution as described in the PDS and evidenced in the WPAF.
6. We understand that peer-reviewed online, digital, and new-media venues may equal print publications in terms of significance and prestige.
7. We agree that manuscripts that have been accepted for publication for dissemination in writing, or which have a written contract for publication/dissemination by a journal, press, or other venue, with an imminent publication/dissemination date (before the end of the candidate's current appointment or period under review), *and are able to be evaluated for scholarly content*, are to be considered published, even if they are not yet publicly available. If a scholarly/creative work that has been accepted for publication/production, but not yet been published, has been counted at one level of review as a published piece, it may not count in subsequent personnel reviews (it can only count once as a published piece).

Our recognition of scholarship also includes activities that draw on scholarly expertise but do not result in a publication, such as refereeing, editing, and commenting on the scholarly work of others; the conceptual and intellectual (as opposed to merely logistical) work of organizing conferences and editing books or journals; etc. (Individual candidates shall make the case whether such activities constitute “scholarly” or “service” achievements and provide appropriate evidence in the PDS of their WPAF.) We also recognize the value of community-based research and collaborations with community organizations that result in reports, public hearings, opportunities for students, and/or substantive engagement with community members, all of which may indicate faculty members’ stature in their fields. (Note: “community” may be academic/non-academic, and local/national/international.)

We have grouped examples of such scholarly and creative activities into Categories 1 and 2 below (expectations for achievement in each category follow the lists). Appendix J (IX.B.5) provides that a candidate may submit for evaluation an activity not specifically included under Boyer’s five dimensions of scholarship (see above). Candidates should carefully explain and justify the case for inclusion of any activities not defined above, and should consult with the IUPC and the dean throughout the probationary period to ensure that activities can be adequately evaluated with reference to the standards of achievement outlined below.

As per Appendix J (VII.A.1.b), it is expected that the IUPC for candidates applying for tenure and/or promotion will invite written evaluations of their scholarship/creative activities from experts in their fields at other institutions for inclusion in the WPAF. The expectation is a minimum of two letters that correspond with the candidate’s major area(s) of scholarly/creative activities; additional letters should be included if needed to comprehensively address the candidate’s breadth of major scholarly work. Candidates are encouraged to suggest the names of

“outside” reviewers to their IUPC, but official requests for evaluation should come from the IUPC and not from the candidate. This type of external evaluation is *not* expected of probationary candidates being considered for retention only.

Category 1: Major Scholarly/Creative Activities

- a. Publishing, or having had accepted for publication, a peer-reviewed journal article or a peer-reviewed book chapter in an edited volume.
- b. Publishing, or having had accepted for publication, a scholarly endeavor, such as a book, edited volume, or major documentary film. Edited volumes include edited books or edited journal issues for which editorial duties are beyond referee duties, including activities such as conceptualizing and organizing the volume, recruiting and managing contributors, providing expert feedback to contributors, and organizing and summarizing contributions to make the volume complete. Typically, books, volumes, and major films may count as one to four published articles, and the candidate should justify the equivalent number in the PDS.
- c. Publishing, or having had accepted for publication, an endeavor in the scholarship of teaching such as the publication of a textbook or a major educational film. Typically, books or major films may count as one to four published articles and the candidate should justify the equivalent number in the PDS.
- d. Translating and re-publishing/disseminating a major published work (such as book, article, website, etc.) in a process that involves peer review.
- e. Presenting original work at external national/international conferences, workshops, or forums where peer review and dissemination are an integral part of the process (e.g., abstracts/proceedings are peer reviewed and have the potential of being rejected, and/or abstracts/papers are published). For example, presenting at a major national and international conference in Anthropology or a closely related discipline, such as: American Anthropological Association, American Association of Biological Anthropologists, Archaeological Institute of America, American Society of Primatologists, Geological Society of America, International Primatological Society, Society for American Archaeology, Society for California Archaeology, Society for Archaeological Sciences, Society for Applied Anthropology, Society for Linguistic Anthropology.
- f. Participating as an invited keynote speaker at a national/international professional conference.
- g. Leadership in organizing a national/international/regional scholarly conference/panel at which original research is presented, and scholarly duties of the candidate include work that is peer-reviewed and disseminated (e.g., through the writing of a summary/analysis of presentations). A regional conference is defined here as that which is state-wide or encompasses multiple states (e.g., Western Bioarchaeological Group Conference, Society for California Archaeology).
- h. Receiving an externally funded grant in support of original research or curricular development, wherein the process is a comparable amount of work to the other Category 1 activities, and/or the amount of the grant is substantial, i.e. 10,000 USD or more.

Category 2: Minor Scholarly/Creative Activities

- a. Publishing, or having had accepted for publication, a book review, review essay, encyclopedia entry, and/or scholarly web-based commentary in a relevant area.
- b. Publishing, or having had accepted for publication, a book, book review, book chapter, article, or other creative work for a general audience.
- c. Translating and re-publishing/disseminating a minor published work (such as a document, brochure, etc.).
- d. Presenting original work at external local conferences, workshops, and forums where peer review and dissemination beyond Cal Poly Humboldt are an integral part of the process.
- e. Participating in academic conferences, workshops and forums, for example by acting as a discussant on a panel.
- f. Leadership in organizing a local scholarly conference/event/panel at which original research is presented, and scholarly duties of the candidate include work that is peer-reviewed and disseminated beyond Cal Poly Humboldt (e.g., through the writing of a summary/ analysis of presentations).
- g. Acting as a scholarly resource in non-academic contexts, for example for local or regional events, government functions, the press, or in non-peer reviewed publications.
- h. Receiving funded internal grants (not including travel grants) that involve an application process that includes substantial work by the candidate, or receiving a minor external grant <10,000 USD.
- i. Production and dissemination of ancillary educational materials, such as materials for textbooks and online resources; dissemination beyond Cal Poly Humboldt.
- j. Major media appearance related to creative or scholarly activities, where dissemination of scholarly activity (directly by the candidate) is the main purpose of the appearance. Having one's work covered by media, or having a media appearance of publication reproduced/cited/carried by subsequent media outlets shall not count as scholarly activity.
- k. Producing and disseminating field/project reports (e.g., seasonal/annual fieldwork report, applied project report) to clients and/or site director and/or supervising bodies, which are required as part of participating in the work and/or contracted to complete.
- l. Other style of professional presentation (e.g. performance) of scholarly/creative work that is on par with the items listed above.

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Assistant to Associate Professor	
Excellent	At least THREE distinct activities* from Category 1 (at least TWO of which are peer-reviewed publications, items a/b/c) AND
	A total of FIVE distinct activities* from Category 2 during the review period
Good	At least TWO distinct activities* from Category 1 (at least ONE of which is a peer-reviewed publication, items a/b/c) AND
	A total of FOUR distinct activities* from Category 2 during the review period
Minimum Essential[†]	At least ONE peer-reviewed publication from Category 1 (items a/b/c) AND
	A total of THREE distinct activities* from Category 2 during the review period

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Associate Professor to Professor	
Excellent	At least FOUR distinct activities* from Category 1 (at least TWO of which are peer-reviewed publications, items a/b/c) AND
	A total of FIVE distinct activities* from Category 2 during the review period or the last five years, whichever is shorter.
Good	At least THREE distinct activities* from Category 1 (at least TWO of which are peer-reviewed publications, items a/b/c) AND
	A total of FOUR distinct activities* from Category 2 during the review period or the last five years, whichever is shorter.
Minimum Essential[†]	At least TWO distinct activities* from Category 1 (at least ONE of which is a peer-reviewed publication, items a/b/c) AND
	A total of FOUR distinct activities* from Category 2 during the review period or the last five years, whichever is shorter.

* “Distinct activity” means a separate activity and *not* that a candidate must demonstrate achievement of different *types* of activities. E.g., two different peer-reviewed journal articles would equal two distinct activities; however, the acceptance of a journal article and the subsequent publication of that same journal article would not equal distinct activities. A single book, volume, or film (Category 1, b-c) may constitute more than one distinct activity, in correspondence to the number of journal articles to which it equates.

Note: Additional activities in Category 1 can be used by the candidate to take the place of activities from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.

[†] Minimum Essential in either of the non-teaching categories (scholarly/creative activities or service) must be balanced with “Excellent” in the other non-teaching category. Further, candidates for early tenure must meet at least “Good” in both non-teaching categories.

C. SERVICE

It is the responsibility of the candidate to describe the workload for service activities in the PDS and document activities in the WPAF so that the IUPC can make the appropriate evaluation.

General Guidelines

1. Evidence of faculty contributions over the period of evaluation for tenure and/or promotion is collected through written letters from colleagues inside and outside of the university, students, community members, and discipline-related professionals.
2. Activities may be counted as service if they are service-oriented activities, regardless if compensation is received or not. However, compensated teaching activities may not be double-counted as service unless they include service-oriented activities above and beyond what is counted towards meeting the standards for teaching.

3. The candidate should list activities and levels of accomplishment necessary to meet departmental criteria for service. Where applicable, the candidate should document both time spent in direct involvement (e.g., attending committee meetings) and time spent working on related tasks (e.g., engaging with materials).
4. The faculty of the Department of Anthropology recognize the cultural taxation of faculty members of color and other minoritized groups such as the LGBTQAI+ community, who often provide intensive student mentoring and who often disproportionately engage with and/or are impacted by related committee work and institutional/societal initiatives and events. It is incumbent on the faculty member to address potential instances of cultural taxation in the PDS, if they so choose. It is then incumbent on the IUPC to contextualize the candidate's service and to recognize extraordinary service where cultural taxation is a factor – this must be done without assuming or inquiring about group affinity if not openly shared.
5. The faculty of the Department of Anthropology recognize three categories of service activity: Essential Service, Service Breadth, and Service Leadership. The service activities in each category should serve as examples for interpreting service, but are not meant to restrict anyone's service only to what is listed. Expectations for achievement in each category follow the lists.

Category 1: Essential Service

- a. Regular participation in department committees, meetings, and related activities.
- b. Regular attendance at essential academic functions such as group faculty-student events, anthropology semesterly group advising meetings, anthropology student research symposia, anthropology faculty-student Q&A sessions, anthropology MA program orientation events, university/college convocation, and commencement.
- c. Service as a committee member for a reasonable number of non-advisee graduate student thesis and exam committees. Service should be at least roughly equivalent to the committee service of other tenure-line faculty, except for faculty in their first year in the tenure line position, who may have a lesser degree of participation, within reason depending on overall faculty coverage.

Category 2: Breadth of Service

Service activities include both departmental and non-departmental activities that contribute directly to department, university, community, and profession. Activities that demonstrate breadth may include, but are not limited to:

- a. Active service on a college or university committee or working group. Active is defined as service on a committee that conducts business during the period in which the candidate is claiming service, and the candidate regularly attended and participated. Candidates should indicate their role, participation, and time commitment in hours per week or per semester.
- b. Service on graduate student thesis committees for, or providing graduate student research support for, students outside of the department and/or university.
- c. Training/mentoring non-Cal Poly Humboldt students/personnel (e.g., host-community individuals) related to one's work and/or professional outreach as an anthropologist.
- d. Service on active committees of a professional organization (membership does not, alone, constitute service).
- e. Consulting services offered to the campus or community.

- f. Service on boards or task forces of professional or governmental organizations in the community, region, state, or nation.
- g. Reviewing or refereeing work in Anthropology or related disciplines, including journal articles, textbooks, grant proposals, and the like.
- h. Service to local, regional, state, or national Anthropology-related organizations and/or events.

Category 3: Leadership in Service

Service activities include leadership roles in either departmental or non-departmental activities that contribute directly to department, university, community, and/or profession. Activities that demonstrate leadership may include, but are not limited to:

- a. Leading (e.g. chairing, coordinating, directing) a department, program, or field school.
- b. Serving as an active laboratory/center/facility director or an actively involved co-director.
- c. Chairing an active committee at the department, college, or university level.
- d. Chairing or leading a substantial or regular service activity in the community.
- e. Leading political/social change at the regional, state, national, or international level.
- f. Chairing a committee or holding office in a regional, state, or national organization.
- g. Coordinating curriculum developments across departments that have a demonstrably significant impact on the academic program.
- h. Organizing community-outreach events in Anthropology or relevant specialty.
- i. Organizing conferences or related professional activities.

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Service for Retention, Tenure and Promotion from <i>Assistant Professor to Associate Professor</i>	
Excellent	ALL activities from Category 1 during each year of the review period, while in residence at Cal Poly Humboldt*, AND
	A pattern of service activities that includes substantive contributions [§] to at least THREE distinct activities [†] from Category 2 or 3 (at least ONE of the THREE from each category), per year, on average each year during the review period or the last five years, whichever is shorter. Service must include at least one semester total on an active college or university committee (Category 2a).
Good	ALL activities from Category 1 during each year of the review period, while in residence at Cal Poly Humboldt*, AND
	A pattern of service activities that includes substantive contributions [§] to at least TWO distinct activities [†] from Category 2 or 3 per year (or one from each), on average each year during the review period or the last five years, whichever is shorter.
Minimum Essential[‡]	ALL activities from Category 1 during each year of the review period, while in residence at Cal Poly Humboldt*, AND
	A pattern of service activities that includes substantive contributions [§] to at least ONE distinct activity [†] from Category 2 or 3 per year, on average each year during the review period or the last five years, whichever is shorter.

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Service for Retention, Tenure and Promotion from Associate Professor to Professor	
Excellent	ALL activities from Category 1 during each year of the review period, while in residence at Cal Poly Humboldt*, AND
	A pattern of service activities that includes substantive contributions [§] to at least FOUR distinct activities [†] from Category 2 or 3 (at least TWO of the FOUR from each category), on average each year during the review period or the last five years, whichever is shorter. Service must include at least two semesters total on a college or university committee (Category 2a).
Good	ALL activities from Category 1 during each year of the review period, while in residence at Cal Poly Humboldt*, AND
	A pattern of service activities that includes substantive contributions [§] to at least THREE distinct activities [†] from Category 2 or 3 (at least ONE of the THREE from each category), on average each year during the review period or the last five years, whichever is shorter.
Minimum Essential[‡]	ALL activities from Category 1 during each year of the review period, while in residence at Cal Poly Humboldt*, AND
	A pattern of service activities that includes substantive contributions [§] to at least TWO distinct activities [†] from Category 2 or 3, on average each year during the review period or the last five years, whichever is shorter.

* Examples of not being in residence include periods for which service credit was received and periods during which the candidate was on an approved leave of absence.

† “Distinct activity” means a separate activity and *not* that a candidate must demonstrate achievement of different *types* of activities. E.g., chairing two separate committees would equal two Category 3 activities.

‡ Minimum Essential in either of the non-teaching categories (scholarly/creative activities or service) must be balanced with “Excellent” in the other non-teaching category. Further, candidates for early tenure must meet at least “Good” in both non-teaching categories.

§ The substantive nature of contributions shall be described by the candidate. Examples of substantive contributions include: actively participating on a committee or working group that meets multiple times per semester or that includes equivalent work outside of meetings; lab/program leadership that includes regular active engagement with students; and serving on non-departmental thesis committees by offering substantial feedback to students. Examples of non-substantive contributions include: serving on a committee that includes little or no work or attendance without significant participation; serving as a lab/program coordinator but not actively engaging students on a regular basis; and serving as a thesis committee member without providing substantial feedback. In some cases, multiple non-substantive contributions may combine to be considered substantive – for example, actively participating in a committee that only meets for one hour per semester with no outside work may be combined with other such activities to be equivalent to substantial committee service.

II: CRITERIA FOR PROMOTION / TENURE

Following Appendix J, Section IX.A.2.c., the following table shows potential combinations of achievement in each evaluative category, with “Acceptable” outcomes indicating a positive promotion and/or tenure decision.

Teaching	Scholarly / Creative Activities	Service	Outcome - standard timeline	*Outcome – early tenure /promotion (one year early)	*Outcome – early tenure /promotion (two years early)
Excellent	Excellent	Excellent	Acceptable	Acceptable	Acceptable
Excellent	Excellent	Good	Acceptable	Acceptable	Acceptable
Excellent	Good	Excellent	Acceptable	Acceptable	Acceptable
Excellent	Good	Good	Acceptable	Acceptable	Unacceptable [†]
Excellent	Excellent	Minimum Essential	Acceptable	Unacceptable	Unacceptable
Excellent	Minimum Essential	Excellent	Acceptable	Unacceptable	Unacceptable
Excellent	Good	Minimum Essential	Unacceptable	Unacceptable	Unacceptable
Excellent	Minimum Essential	Good	Unacceptable	Unacceptable	Unacceptable
Excellent	Minimum Essential	Minimum Essential	Unacceptable	Unacceptable	Unacceptable
Less than “Minimum Essential” in either or both non-teaching categories, and/or less than “Excellent” in teaching			Unacceptable	Unacceptable	Unacceptable

* Early tenure/promotion is defined as candidates submitting their file for consideration ahead of the standard timeline – ahead of the sixth probationary year (see table below).

[†] Appendix J specifies that candidates going up for early tenure/promotion from assistant to associate professor must meet the criteria for “Good” or higher in the two non-teaching areas. Anthropology adds that candidates going up two years early must also meet the standard for “excellent” in one of the two non-teaching areas. Candidates should be aware that two years early is not routine and will only be approved in cases of truly exceptional performance.

Timelines for Early Tenure and Promotion from Assistant Professor to Associate Professor			
Years of Service Credit*	Humboldt Residence Year[†]	Probationary Year[‡]	Timeline
0	4	4	Two years early
0	5	5	One year early
0	6	6	Standard timeline
1	4	5	One year early
1	5	6	Standard timeline
2	4	6	Standard timeline

* Persons who start appointments in the Spring semester and those awarded 0.5 or 1.5 years of service credit should consult with Academic Personnel Services regarding their tenure timelines and early tenure eligibility.

[†] Residence year is the year in the tenure line position at Cal Poly Humboldt. Examples of not being in residence include periods for which service credit was received and periods during

which the candidate was on an approved leave of absence. No faculty may submit their file sooner than the fourth residence year.

‡ The probationary year includes eligible service credit years and determines whether the candidate will be evaluated by the criteria for the standard or early tenure timeline.