

**Departmental Promotion and Tenure Guidelines**  
**Anthropology**  
**Approved by Faculty Vote February 3, 2017**

**Regular Title Series Faculty**

**Tenure and Promotion to Associate Professor**

**General Expectations:**

- 1) The successful candidate in the Department of Anthropology should have a balance between engaged teaching and active research. Good teaching at a research university requires an active, high-quality research program that involves students in research when possible.
- 2) The department expects the successful candidate for promotion to Associate Professor with tenure will define, in consultation with the department chair and the faculty person's mentor, his/her own teaching assignments and research agenda.
- 3) Each successful candidate for promotion/tenure to Associate Professor should have a research program that contributes significantly to scholarly publication and debates in the discipline at national and/or international levels.
- 4) Each successful candidate for promotion/tenure to Associate Professor must train students in anthropology. The faculty member should be on graduate student committees and should seek Co-Chairship of at least 1-2 doctoral students by his/her sixth year.
- 5) The performance review of each candidate will be evaluated both in terms of quality and quantity of research and scholarship, teaching and advising, university and public service, and other appropriate activities with relative weighting based on the individual's distribution of effort (DOE).
- 6) Although the service responsibilities assigned to assistant professors are generally modest, it is required that all faculty members contribute conscientiously to the collective growth and development of the department, college and University.

**Specific Expectations:**

**Research:**

The successful candidate for promotion and tenure must demonstrate substantive, original, and innovative intellectual contributions to scholarship through publication and dissemination of research in appropriate peer-reviewed venues. The candidate's contributions and expertise should be recognized at the national or international level, and such recognition may come in a variety of forms, such as citations to one's work, invitations to review the work of other scholars, reprints, translations of published work, and invited presentations at conferences, workshops, universities, and/or other relevant organizations. Faculty must demonstrate that they have established an independent research agenda and a long-term trajectory for their research and publication. The richness and value of this research must be confirmed by the letters from external reviewers.

Evidence of a viable research program consists primarily of

- peer-reviewed original books published by leading academic or commercial publishers.
- articles in refereed journals that are prominent in anthropology generally or in the candidate's area of sub-specialization.
- book chapters in high quality, peer-reviewed collections.
- edited volumes that synthesize the results of a collaborative research project directed by the candidate

Different subfields in anthropology have different publishing traditions, so there is no single formula for constructing a convincing portfolio of scholarly output. Some very general guidelines are to aim for a regular publication schedule, with some publishing activity each year, but with greater attention to the quality of the work and the significance of the venue than simply to the quantity of publications. The number and combination of the different types of publications and scholarly products can take many forms. *A few examples include:* 1) publication of six peer-reviewed articles in major journals and six chapters in highly visible edited books, 2) the publication of a book and five peer-reviewed journal articles or chapters in edited books, 3) producing a juried academic film or museum exhibit and catalogue in addition to a monograph and/ or journal articles. Candidates may also show evidence of sustained scholarly activity by editing books and special journal issues. Although peer-reviewed publications are still expected, the expected quantity may be lower if the candidate musters highly-regarded alternative forms of scholarly output, which may include critically-acclaimed films, a series of heavily-read anthropology blog posts of national or international scope, a widely disseminated white paper or reports to agencies, the creation of a community museum, a textbook, or some other prominent research product. However, in most cases these contributions do not substitute for scholarly and/or creative work published by respected peer-reviewed journals and presses. Work that has been accepted for publication (as evidenced by a book contract or an acceptance letter from the editor) can be considered as part of the portfolio.

In specializations where external research funds are available, the candidate for associate professor is expected to seek extra-mural support for the individual's research program. External funding as an indicator of research achievement should be validated by refereed publications. External funding alone is not an adequate indicator of research excellence.

If an untenured candidate continues to work in the research area within which he/she conducted dissertation work, then a continuing program of meaningful and important research must be demonstrated that goes well beyond the dissertation project. The successful candidate is expected to clearly define her/his own research role and confidently shape the individual's own distinctive research program independent of the dissertation project.

Interdisciplinary, collaborative research with colleagues is common in many areas of specialization of anthropology. In cases where the faculty member is involved in collaborative research, including co-authored publications, the junior faculty member should make sure that his/her contributions to the research and its products are clearly distinguishable from others. First authored or sole-authored publications in high-quality journals and presses are critical for junior faculty members beginning their research careers.

## **Teaching and Advising**

The successful candidate for promotion will demonstrate a continuing record of high-quality and effective teaching and advising. Effective teaching can be demonstrated by quantitative and qualitative student evaluations, peer evaluations, development of new courses, attendance at teaching workshops, deployment of experimental teaching technologies and techniques, and/or publications regarding pedagogy. The candidate's teaching evaluations should meet or exceed the departmental and/or college averages. A single course with disappointing results will not adversely affect the candidate's teaching performance as a whole, given that learning to be a good teacher is an ongoing process and it is possible to demonstrate commitment to pedagogical improvement. Teaching a new course exceptionally well requires experience and some pedagogical risks may fail. A pattern of disappointing results would require additional explanation of active measures taken to address teaching challenges. The candidate will prepare a teaching portfolio as part of the dossier, and the candidate has an opportunity to assemble a variety of materials to demonstrate her/his teaching record.

The successful candidate should also advise undergraduates and graduate students both formally and informally. The successful candidate is expected to serve as a member of several graduate student committees and co-chair one or two graduate student committees.

Given the diversity of topics covered by anthropology, each successful candidate is expected to teach a wide variety of graduate and undergraduate courses, in addition to offering courses in his/her specialty.

The successful candidate for promotion to associate professor should bring teaching into balance with research and cutting edge knowledge. Where appropriate, the candidate should incorporate his/her research into classroom activities and actively involve graduate students in the faculty member's research program.

## **Service**

Each successful candidate is to demonstrate that she/he has served on standing committees within the department and/or College- and/or University-wide committees. If the candidate has had a major service assignment (e.g. DUS), he/she may have had a reduced load in the service and teaching areas. Additional activities within the university, such as (but not limited to) public lectures, participation on panels, organizing workshops, or serving as a faculty sponsor for student groups, may also be considered as meaningful service contributions.

Service to the discipline as a whole benefits the health of one's academic field and brings recognition to both the candidate and the department. Such service is therefore strongly encouraged and may take many forms, such as reviewing grant proposals, serving as a referee for a journal or press, serving on the editorial board of a journal or press, writing book reviews, and holding office in or serving on a committee within a professional society.

Finally, engaged service, consisting of service to groups and projects outside the professional and scholarly organizations of academia, can also contribute favorably to the candidate's case for tenure.

## **Promotion to the Rank of Professor**

### **General Expectations:**

Promotion to the rank of professor requires that the faculty member has continued the professional production signified by the award of tenure. Candidates must be recognized by distinguished colleagues nationally and internationally as having achieved an eminent record of research, teaching, and service, and having emerged as national leaders in their respective fields. The Department recognizes that tenured Associate Professors are often called upon to perform service well beyond that expected for untenured faculty for their department, college, university, and profession. The Department will, then, consider fully the scope, impact and value of the activities performed by the candidate in assessing the contribution of service to the overall case for promotion.

### **Specific Expectations:**

#### **Research**

For professors with research DOE between 40 and 50%, the quantity of research after tenure required for promotion to Professor should be equivalent to that required before tenure. For promotion to Professor of Anthropology, the successful candidate generally should have published a second scholarly book and/or several significant, peer reviewed journal articles and/or book chapters. In those specializations where funding is available, the candidate also should have obtained extra-mural grant support for their research program. The successful candidate also must be recognized as a national leader in the individual's area of scholarly expertise. Evidence of the latter includes invitations to speak at key research universities and conferences, publish in major presses, contribute to important edited volumes, serve on important professional committees and editorial boards, and provide service to national and international organizations.

The Department of Anthropology encourages interdisciplinary and collaborative research. The Department also recognizes the scholarly value of policy-oriented publications, particularly in the area of applied anthropology. In any case, such research should result in high-quality peer-reviewed publications, and the candidate's contribution to the published products of collaborative research should be clearly identifiable.

#### **Teaching and Advising**

The candidate for Professor must excel at graduate and undergraduate teaching. At the graduate level this means overseeing the student's progress from classroom and thesis research, to initial publications and job placement within or beyond the academy. Full professors must make this type of long-term commitment to ensure that their students begin successful careers.

#### **Service**

A candidate for professor must maintain appropriate levels of service to the department, college, university, the community-at-large and her/his discipline. The candidates for promotion to full professor are expected to contribute more to the service mission than probationary faculty, and it is expected that these

contributions will extend beyond the department. As noted above, the Department will consider not only the effort expended, but also the scope, impact and value of the activities performed by the candidate in assessing the contribution of service to the overall case for promotion.

## **Promotion and Tenure for Special Title Series Faculty:**

### **Tenure and Promotion to Associate professor**

#### **Teaching, Research, Administration and Other Areas**

The primary criteria for promotion and tenure shall be evidence of excellence and of continuing potential for excellence in the teaching, research, advising, service, administrative, and/or other areas of assignment defined in the Distribution of Effort (DOE). Because each special title series appointment depends upon a crafted document, developed before the faculty member is employed, each such appointment is different, thereby requiring that the criteria for tenure and promotion be different from the Regular Title Series, and from all other Special Title Series faculty. However, each such appointment in Arts & Sciences will doubtless require one or more of the following: teaching, advising, research or other creative work, service or administration, curriculum development, and professional development.

#### **Special Teaching/Advising Assignments**

To attain tenure, a candidate assigned to teach primarily undergraduate classes and to advise undergraduate students should demonstrate a record of excellence in teaching and pedagogical innovation; evidence of potential for continuing excellence in classroom instruction; and demonstrated commitment to and success in undergraduate and, if appropriate, graduate courses. Effective teaching can be demonstrated by quantitative and qualitative student evaluations, peer evaluations, development of new courses, attendance at teaching workshops, deployment of experimental teaching technologies and techniques, and/or publications regarding pedagogy. The candidate's teaching evaluations should meet or exceed the departmental and/or college averages. A single course with disappointing results will not adversely affect the candidate's teaching performance as a whole, given that learning to be a good teacher is an ongoing process and it is possible to demonstrate commitment to pedagogical improvement. Teaching a new course exceptionally well requires experience and some pedagogical risks may fail. The candidate will prepare a teaching portfolio as part of the dossier.

She/he also must demonstrate leadership in University, College and departmental programs to enhance undergraduate education. The candidate also must demonstrate maintenance of course materials and content that is current with the scholarship in his/her field. The individual should show the incorporation of new scholarship and teaching methods in his/her courses. Evidence of this might include pedagogical innovations or the publication of an undergraduate textbook in anthropology.

Research and professional development of the successful candidate shall be evaluated according to evidence of continuing intellectual engagement with her/his discipline or area of teaching responsibilities. The quality of the scholarly and/or technical articles and books accepted for publication may be measured in part by external letters of assessment solicited by the College.

STS candidates who have a professional development component with no formal research load may demonstrate intellectual engagement in a number of ways. They are expected to participate in disciplinary and pedagogical conferences, workshops and webinars, with the expectation of learning new teaching technologies, new approaches to curricular development, and other trends in higher education. They also may demonstrate professional development through production of technical reports or publishing in professional venues, including textbooks, journals, disciplinary newsletters and bulletins, and chapters in edited volumes. The successful candidate can exhibit developmental leadership by organizing departmental forums to share newly-devised best practices in teaching, curricular development, service, and/or other professional issues. The successful candidate may also demonstrate intellectual engagement by applying for grants to fund professional activities which may consist of, but are not limited to, experiments in the

classroom, new equipment for the department, or outside speakers. The evaluation for promotion and tenure of a candidate whose DOE includes professional development in lieu of research is based on an informed perception by departmental faculty and external reviewers of the quality of the scholarly and pedagogical works submitted in their dossier.

### **Special Administration Assignments**

Successful candidates whose primary assignment is administration, research, and/or public outreach (e.g., Director of the Museum) must also demonstrate a record of excellence in administration of the unit in question; evidence of potential for continuing excellence in administration, growth, public outreach and/or basic or applied research; and a commitment to and success in working with state, federal and other agencies with whom they have normal working relations. Their publications should be in the same high quality outlets as their RTS faculty peers, but at a rate reflective of their reduced DOE effort for research.

### **Promotion to the Rank of Professor**

The promotion to the rank of Professor for an STS Associate Professor requires that the successful candidate have continued the professional production signified by the award of tenure in the person's areas of assignment according to his/her DOE. Candidates must be recognized by distinguished colleagues nationally and/or internationally as having achieved an eminent record of teaching/advising and/or research and, where appropriate, of administration and public outreach. They must excel at graduate and undergraduate teaching per the assigned load of DOE responsibility in this area. In addition they must maintain appropriate levels of service to the department, college, university, the community-at-large, and their disciplines.