

DEPARTMENT OF ANTHROPOLOGY CRITERIA FOR TENURE AND PROMOTION

Approved by Provost August 2017

The Academic Senate Tenure and Promotions Policy (F06-241) states that it is the responsibility of the Department to establish the Department's expectations for retention, tenure, and promotion (RTP) consistent with university criteria. This document details expectations for promotion and tenure within the Department of Anthropology.

Academic Background. A Ph.D. in anthropology (or closely related field) is necessary for tenure and promotion in the Department of Anthropology.

Documentation. The WPAF represents the candidate's case for retention, tenure and/or promotion as it goes through the Department/school, college, and university review process. Documentation in the WPAF should include current curriculum vitae, copies of all course materials including syllabi and student evaluations of teaching effectiveness, copies of publications, outside reviews of work, evidence of departmental, university, and community service. In addition, the WPAF should include a brief narrative, arranged by the criteria in this document, which provides the context for evaluating relevant activities, including course preparations, grant and other proposals submitted, and other professional activities. All such documentation shall be assembled and promptly presented to the committee in accord with the university deadlines for preparation and submission of the WPAF. The RTP Committee shall review the candidate's RTP submission each probationary year. The candidate should consult the Faculty Affairs Website for guidance and preparation of a complete and accurate Working Personnel Action File (WPAF) at http://facaffairs.sfsu.edu/sites/sites7.sfsu.edu/facaffairs/files/TandP_FA2015.pdf

General Criteria. The university and departmental criteria for promotion and/or tenure are (a) teaching effectiveness, (b) professional achievement and growth, and (c) contributions to campus and community. Candidates for promotion and/or tenure are expected to meet criteria in all three areas. The candidate shall be responsible for providing the committee with the appropriate documentation of his/her activities. The RTP Committee, Department Chair and College Dean are responsible for identifying and providing materials for the file that relate to the evaluation that are not provided by the candidate.

1. TEACHING EFFECTIVENESS

The Department of Anthropology takes teaching effectiveness very seriously. To merit promotion and/or tenure, a candidate must meet the following standards of excellence in teaching:

- (a) *Course materials.* Syllabi, examinations, reading lists, bibliographies, maps, and other materials are reviewed by the RTP committee as evidence of course and class organization, the level at which the course is taught, and the expectations for student learning. Course materials are expected to reflect currency in the field/profession as well as demonstrate the use of sound pedagogical approaches to student learning. All

syllabi should be clearly written, outline course learning objectives, and include all the basic information and university policies as required by Senate Policy #S15-257.

- (b) *Student evaluations.* Probationary faculty are expected to submit the results of student evaluations of teaching effectiveness (SETE scores) for all courses taught each semester. The RTP committee regards these evaluations as important to the performance review because they provide a large representative sample of student response to the candidate's teaching. In addition to the SETE scores, students often provide comments on the quality of teaching, which is also taken into account. Generally scores of below 1.5 on the evaluation questions indicate excellent teaching; Scores between 1.5 and 2.0 are good; Scores of 2.0 or higher suggest a need for improvement. The size and nature of the class may be considered for comparative purposes. The Department course curriculum consists of mandatory undergraduate courses for the major, upper-division undergraduate elective courses, mandatory graduate seminars and skill set courses. Faculty are expected to contribute to the pedagogical mission of the Department by teaching a variety of mandatory and elective graduate and undergraduate courses, both large lecture courses and smaller seminar courses.
- (c) *Signed and dated, written comments by students* may be included in the file, but because they usually represent a small sample they are not regarded as highly as classroom evaluations.
- (d) *Peer Class Observations.* Class visitations by fellow faculty members are vital for assessing the level of the instructor's presentation and expectations. They serve as a check on student evaluations, which can be affected by class demands and by grades. The RTP committee will oversee and schedule classroom peer observations at least twice per academic year for probationary faculty and ideally at least once per academic year for associate professors. At least one yearly observation for probationary faculty must be by a member of the RTP committee and one must be by the Department Chair, who will be of higher academic rank than the faculty being evaluated. A written report of the observation will be submitted to the probationary or tenured faculty following the departmental rubric that lists specific assessment measures of classroom performance in the areas of: a) structure and goals; b) class content; c) strategies and methods of instruction; d) instructor/student interaction and d) communication. Copies of the rubric are to be distributed at the beginning of each academic year. Peer classroom observations also consist of reviewing course material and meeting with the RTP committee.
- (e) *Advising and office hours.* Faculty are expected to engage in advising and maintain regularly scheduled office hours. Advising activities may include formal advising of culminating experiences and special projects, mentoring, assisting students in identifying professional and academic goals, etc. Faculty are expected to participate on active thesis/research project committees, as either Chair of Thesis Committee or as Second Reader.
- (f) *Additional activities,* that augment teaching and contribute to the department

and will be considered during the evaluation process include:

- New course preparations that reflect current interests and trends in our discipline
- Substantial course revision/innovation (including technological innovation) that keeps up with current innovations and substantive scholarly changes in the course subject
- Curriculum development that reflects changes in the discipline
- Participation in professional development and instructional development activities that lead to curricular activities or classroom improvements and innovations.

It is expected that faculty will participate in at least one of the additional activities that contribute to the educational program.

The final determination of performance will be based on the RTP committee evaluation of the above factors (paragraphs 1. a through f).

For promotion from associate to full professor, candidates should demonstrate continuing efforts to improve their teaching in the abovementioned areas. In addition, they must demonstrate leadership in developing departmental teaching more broadly by contributing, for example, in:

- mentoring junior faculty through classroom observation and sharing of teaching techniques
- leading program development and evaluation
- on going curriculum innovation and development

2. Professional ACHIEVEMENT AND GROWTH

The Department of Anthropology recognizes the diversity within the discipline and the varying opportunities for publication and presentation of research within the sub-fields of anthropology. Faculty are expected to contribute to the discipline of general Anthropology and/or the sub-discipline in which they are trained by undertaking research projects, organizing academic conference panels and forums, publishing in recognized academic journals and anthologies that reflect significant changes and innovations in the discipline and/or producing, publishing and screening films and other creative works. It is expected that candidates for promotion/tenure conduct research, apply for research grants, and present and publish their research results in appropriate venues, including peer-reviewed journals, academic books, and, in the case of media works, recognized outlets as described below. While the Department is committed to quality more than quantity, the general benchmarks established here provide concrete goals to be achieved, although the particular benchmarks will vary between the sub-disciplines. The RTP committee will base its final determination of professional achievement on an evaluation of the quality and impact of the candidate's work.

The usual evidence of professional and scholarly activity is:

- (a) *Scholarly Books or Monographs*— The RTP committee considers monographs and books in the appropriate field that are authored by the faculty member and published by university presses, or other reputable publishers. In evaluating the quality and impact of published work, the RTP committee will consider a range of

factors, including, e.g.: the journal's or press's reputation for defining or redefining the field(s); the scholarly reputations of the editor, editorial board members, and other authors who have published there; the significance of the audience reached; indicators that the publication has been widely read and recognized (e.g., citations and awards); and the assessments of the external reviewers.

- (b) *Films, videos, CDs, and similar media works.* Following the 2015 directive of the AAA Board of Directors, major films, videos, CDs, websites, photo exhibits and similar media works can, if judged by the committee to be original productions of professional quality, be classified as the equivalent of books or monographs. Evaluation criteria for these media will include the reputation of the video distributor / image gallery for defining the field; the reputation of other makers who are distributed by the same organization; the breadth and significance of audiences reached as judged by inclusion in significant festivals or venues; other indicators that the work has been widely seen and recognized (e.g. sales, WorldCat evidence of library purchases, citations and awards); and the assessments of external reviewers in peer-reviewed publications. Outside media experts may be asked to help the RTP committee in assessing the quality of media works.
- (c) *Articles in a refereed academic journal.* Acceptable journals are those included in the Scimago (Scopus) rankings. Articles in journals outside of the Scimago listing will be carefully evaluated for quality by the RTP committee based on the evidence of robust peer review, indexing in other major academic databases (e.g., PubMed, Anthrosource), and the reputations of the editorial board and other authors publishing in that journal, but they may be rejected or downgraded to the level of scholarly achievement described in (f).
- (d) *Chapters in peer-reviewed, edited books by reputable publishers* are considered of similar scholarly rank as journal articles when the quality indicators for scholarly book publications in (a) are met.
- (e) *Short films, short videos, small CDs, websites, photo exhibits and related lesser media works* are considered- when judged by criteria given above in (b)- as publications equivalent in merit to articles in refereed journals.
- (f) *Invited articles* in specialist non-refereed (or committee rather than peer reviewed) journals or articles (including those published online) for popular audiences derived from one's specialization.
- (g) *Translated books/edited books.*
- (h) *Oral presentation of research to professional meetings and symposia* (ranking here varies and depends upon the nature of the meeting, whether or not it is peer reviewed, a competitive submission or an invited presentation, etc.).
- (i) *Organization of symposia*, professional gatherings, or forums presented to an academic audience within or outside of the discipline.
- (j) *Book and film reviews/ encyclopedic entries* and formal reports and commentaries presented in different media (i.e.; newspapers, blogs, podcast, etc.) that address academic and public audiences
- (k) *Reports* to professional newsletters, granting agencies, and to other scholarly audiences, as well as presentation of preliminary reports on research as mandated by overseeing organizations.
- (l) *Recognition of professional achievement* in the form of honors, appointments, and grants.

(m) *The writing of grant proposals*, The Department encourages candidates to actively apply for external grant funding of their professional endeavors. Since grant proposals for external funding of research are often very competitive and typically receive extensive outside professional review, successful external grant funding will be considered as strong evidence of a candidate's professional achievement and growth. All grants are viewed positively. However, more weight is given to grants on which the candidate is Principal Investigator. Positive reviewers' comments on an unfunded proposal may be taken into account. Candidates are also encouraged to take advantage of available internal grants as an avenue to pursue scholarship and external funding.

As a guide to the quantity of professional output that the RTP committee might expect, a candidate for promotion to associate professor and tenure should have accomplished the following in their field to achieve a satisfactory rating in this area:

- 1) A total of four, peer-reviewed works either journal articles (c), book chapters in edited volumes by a reputable publisher (d) or equivalent media (e); or
- 2) A scholarly book published or accepted for publication by a reputable publisher (a); or
- 3) A major scholarly film or exhibit; evaluated by criteria given above (b); or
- 4) Three peer-reviewed journal articles (c), book chapters (d) or equivalent media (e) and at least one of the scholarly accomplishments listed under i-iv.

Other Scholarly Accomplishments:

- i) Published chapters in edited (non-peer reviewed) books in the field, translations or professional reports of a caliber and impact such that the RTP committee and external reviewers deem them an appropriate substitute for one peer-reviewed article.
- ii) An exceptional record of presentation of research to a professional audience with organization of symposia and workshops, and participation in cross-disciplinary professional contexts (i.e, physicians, lawyers, museum curators, government agencies, film festivals) such that the RTP committee and external reviewers deem their impact on the field to be equivalent to one, peer-reviewed article.
- iii) To have a record of seeking and obtaining external funding for research or the production of creative works suggesting support of continued scholarly productivity equivalent to one peer-reviewed article.
- iv) To have a record of public engagement and outreach related to one's field of research such as presentations, blogs, books and magazine articles written for a lay audience, etc. that the RTP and external reviewers deem the combination of activities an appropriate substitution for one peer-reviewed article.

The RTP committee will carefully assess the scholarly quality of publications based on originality of the work and its impact on the discipline as measured by factors such as citation statistics and evaluations of the work itself by the RTP committee and by the external peer reviewers. As journal quality and the ability to publish in different fields varies considerably, the RTP committee may adjust the number of works published. If substitution or a different number of works is used in the Department's evaluation, the Department will make explicit the substitution and reasoning behind the substitution.

For promotion from associate to full professor, candidates should have a significant number of scholarly publications – created *after* those used to justify promotion to associate professor - that indicate continued professional growth. Minimally, the candidates should have a second book or its equivalent in peer-reviewed articles or book chapters (4 minimum), or their equivalents in other media (as described in 2e), and to have demonstrated a sustained record of scholarly achievement. As the candidate will have developed into a mature scholar, it is expected that published work will be based largely on original research and those that synthesize, integrate and/or advance knowledge and new meaning in our discipline.

3. CONTRIBUTIONS TO CAMPUS AND COMMUNITY

Contributions to campus and community are broadly defined as service to university life and shared governance at a departmental, college and university level. The RTP committee expects that all faculty will do service to the Department in the form of committee work, advising, etc. Service to the community involves using one's professional expertise to provide service at the civil, city, state, national, and/or international level, including participation in professional societies or other professional activities that enhance the university's relationship to the broader community. Moreover, direct service that is recognized by specific communities can be acknowledged as significant contributions to the community(ies). Probationary faculty are expected to serve the Department, college, university and/or public communities that should be calibrated in consultation with their respective RTP committee. These contributions may include, but are not limited to:

Campus Service

- (a) Special advising roles (graduate or undergraduate coordinator roles)
- (b) Service on active departmental committees
- (c) Service on active College committees
- (d) Service on active University committees
- (e) Service on a hiring committee for another department or program
- (f) Chairing or directing a committee, program, center, etc.
- (g) Sponsoring a student organization
- (h) Taking leadership roles (e.g. chairing committees, acting chair, directing a program, etc.)

Candidates for promotion to full professor should, in addition, have served on University-wide committees, the Academic Senate, or University-wide special groups (i.e., College Curriculum and Faculty Award committees, and the like), as well as have assumed significant roles in the professional communities they belong to. For promotion to full professorship, evidence of continued and new service to the university and/or community will be expected, as well as leadership roles in service to the university.

Community Service

Emphasis should be placed on those activities that directly use the academic expertise of the candidate. Evaluation of a candidate's community service activities will be based on their importance, their relevance to the discipline of anthropology, and to the

responsibility and time consumed in such activities. Particular attention will be given to outreach activities that extend the practice of anthropology in the public and civil realm. It is expected that the candidates will address such topics in their narratives. Sample activities include:

- (a) Holding office or participating in committees in professional societies or in service societies where the professional expertise of the candidate is made use of; participation on editorial boards.
- (b) Refereeing manuscripts for professional journals or presses; reviewing grant proposals.
- (c) Consultations that use the candidate's professional expertise, such as for education or government groups.
- (d) Any professional services rendered to the community (local, national or international) such as lectures, presentations to schools, community forums, and gatherings, interviews given to the media, or other outreach activities which advise the public of anthropological research and findings.
- (e) Consultation with and services to community organizations and NGOs as well as advocacy, public or private sector agencies
- (f) Contribution to media (newspapers, radio, TV)
- (g) Other outreach activities including: workshops and talks geared toward various community groups or education institutions
- (h) Development and active maintenance of a website with significant educational content