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Anthropology: Appointment, Promotion, and Tenure Documentation

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Department of Anthropology

Criteria for Appointment, Promotion and Tenure (APT)

Statement from the College's Faculty Guide:

“Departmental APT documents are explicit in describing the guidelines for evaluating teaching and the expected teaching loads for the department, the kinds of scholarship considered appropriate to the discipline and the quantity and quality measures used in determining appropriate scholarship for rank, and the department’s system of weighting the relative importance of teaching, scholarship and service though as a general rule, teaching must be always weighted at least 50%, and scholarship must be weighed more heavily than service). Of course, departments can only make personnel recommendations. Ultimately, only the College President (in consultation with the school deans and academic VP) makes personnel decisions. These department APT documents are reviewed and approved by the deans and the Provost and Vice President for Academic Affairs. Accordingly, they represent the minimum guidelines agreed to by College Administration in making these decisions. *These guidelines in these departmental documents describe a set of minimal (necessary) performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation.* Minimal expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate’s professional performance and contributions. Furthermore, the comprehensive evaluation should consider both retrospective and prospective points of view, including, for instance, the candidate’s potential for achieving and/or performing at, the highest academic rank.”

Procedures for evaluating candidates for re-appointment, promotion or continuing appointment (tenure).

The College establishes guidelines and schedules for APT processes that may govern the application of the procedures set forth in this document. The report and recommendation of the APT Committee will focus on the Candidate’s record in the areas of teaching, scholarship and service. Faculty entering at the Assistant Professor level and making reasonable progress toward tenure, as specified in this document, are normally contracted for successive periods of employment, with reviews for reappointment (see College’s APT guidelines for specifics).

APT Committees are formed and charged with carrying out the assessment of teaching, scholarship and service for determining reappointment, promotion or continuing appointment (tenure), and are created in consultation with the Dean. For information about the make-up of the APT Committees and its role and that of the Candidate-Under-Review, refer to the Department’s Constitution.

Weighting of Contributions In The Review Process: Depending on their teaching loads and other duties, the weightings assigned to teaching, scholarship and governance may vary. The College in Spring 2012 specified that in all cases, teaching shall constitute 50% of the weighting, with the other areas distributed as follows: Scholarship = 30%; Service = 10%; Discretionary = 10% (i.e. the Candidate may distribute this discretionary 10% among Teaching, Scholarship and/or Service).

Application Contents: Materials supporting the Candidate’s request for re-appointment, promotion, or continuing appointment (tenure), shall be organized and indexed in accord with any administrative guidelines in effect at the time of the application. The Candidate should strive to ease the burden of those reviewing the Candidate's request through the use of a clear, concise, and consistent labeling scheme for all supporting documents. Where guidelines do not exist, the following ordering of materials shall be used:

1. Inventory of materials submitted
2. Letter of application to ad hoc APT committee
3. Current curriculum vitae

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4. One to two page summary of highlights in each of the three areas of teaching, scholarship and service relevant to application
5. Annual reports for the period under review, including comment and signature pages
5. Teaching Portfolio
6. Scholarship Portfolio
7. Service Portfolio
8. Other documents and appendices included by the Candidate. Where possible, materials should be organized into three-ring or equivalent binders that are clearly labeled.

The Candidate's application and supporting documentation, including an inventory of the contents provided by the Candidate, will be kept on file in the Department office for examination during the APT Committee's review process. Materials removed for examination will be recorded on the inventory. All materials will be returned to the Candidate by the appropriate College official, or will be retained in the Department office pending disposal.

When the application is sent forward from the Department to the Dean, a dossier will be created that will include the following in a single manila folder: current appointment form; reappointment form; candidate's statement regarding performance in teaching, scholarship, service and continuing professional development; curriculum vita (dated and signed by the candidate); APT Committee's letter of recommendation; Department Chair's letter of recommendation; Departmental vote on agreement/disagreement with the APT Committee recommendation.

TEACHING

Procedures for Evaluating Teaching:

The assessment of teaching for reappointment, promotion, or continuing appointment (tenure) will be undertaken by the APT Committee. Teaching evaluation will be based upon classroom observation, and review of the Candidate's teaching portfolio. Evaluative criteria include demonstration of academic challenge and rigor, assessment of course-based objectives, methods of assessment, and other optional teaching functions like student participation in research and scholarship, independent studies, directed studies, and thesis supervision. Interviews with students should be conducted for Promotion and Tenure and decisions, including promotion to full, and can be done for renewal of contract. For additional information, see the Department's *Teaching Guidelines* Document. The APT Committee will document their evaluation of the Candidate's teaching.

The Teaching Portfolio: The Candidate will compile a teaching portfolio which must include a statement of teaching; all IAS scores; a compilation of student evaluations from all courses; distribution of grades in all courses; and selected syllabi/assignments/exams/labs from courses taught since appointment, and any other materials which demonstrate teaching effectiveness.

IAS Scores: The department understands that Instructional Assessment System (IAS) evaluations measure student perceptions of teacher effectiveness. As such, the data from these evaluations should be read in the context of an overall teaching portfolio. IAS scores are best viewed in the context of multiple sections of instruction, over time, with attention to the level and types of courses being taught. It is anticipated that faculty at any rank will achieve scores that compare favorably to historic levels in the department. A pattern of recurring weakness in this area can be a cause for concern.

Classroom Performance: The APT Committee will make arrangements with the candidate to visit the candidate's classes on two occasions, and will write a brief report addressing the candidate's strengths and weaknesses in classroom teaching. These evaluations may be delegated, but at least one observation must be conducted by a person at or above the rank being applied for.

Student Interviews: For all cases of Promotion and Tenure, including promotion to Full Professor, the committee should interview students from the candidate's past and present courses. Students selected to be interviewed should represent a range of scholastic achievement (i.e. grades) and should be chosen in consultation with the candidate.

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Criteria for Assessing Teaching at rank:

Assistant Professor:

1. Teach classes of varying sizes (seminar to large introductory class) and varying contributions to the College and Department curricula (General Education or required courses in the major)
2. Demonstrate evidence of faculty development and growth in the area of teaching. For example, one should be developing new courses and/or revising current course offerings. At the time of a faculty member's first evaluation for contract renewal, which comes after the first year of appointment, we expect progress towards these goals and promise of attaining them.

Associate Professor:

Associate professors are expected to *master* the qualities enumerated in the section above, and initiate the criteria below.

1. Develop new areas of teaching expertise that reflects the faculty member's scholarly growth and new trends within the discipline
2. Develop and demonstrate success with new classroom and extra-classroom teaching methods
3. Mentor anthropology majors and non-majors in ways that positively affect their post-graduate career options in anthropology or in areas that might utilize anthropology.

Full Professor: The full professor builds upon accomplishments at the Associate Professor level and demonstrates *leadership* in teaching. It should be noted that leadership can take various appropriate forms, depending on the faculty member's role within the department, the college or the discipline. Leadership is evidenced by some or all of the following:

1. Setting, by example, teaching standards for the department and or College by leading workshops and/or developing worksheets and guidelines
2. Serving as a mentor to new faculty with little experience in teaching
3. Guiding the department in curriculum assessment and revision
4. Demonstrating excellence in teaching situations ranging from large introductory courses to small seminar classes.

SCHOLARSHIP

Procedures for Evaluating Scholarship

The evaluation of scholarship for reappointment, promotion, or tenure will be based upon review of the Candidate's scholarship portfolio, and, for those being considered for promotion to full professor, peer review of scholarship materials by two external evaluators familiar with the candidate's areas of expertise.

The Scholarship Portfolio: The Candidate will compile a scholarship portfolio which includes 1) a descriptive statement of scholarly products and activities with an explanation of relevant peer review processes, 2) a reflective statement which details the goals and objectives of the Candidate's scholarship, its relationship to the Candidate's past work, and to the work of others in the same field, 3) copies of publications, presentations, works in progress and other scholarly products, 4) evaluative external assessments when relevant, such as book reviews and 5) explanation of contribution to scholarly products if the scholarly product is co-authored or multi-authored.

External Reviews (full professor only): The Candidate will provide the Ad Hoc APT Committee with a list of people in the field who are competent to evaluate the Candidate's scholarship. The Ad Hoc APT Committee will select two of these individuals and ask them to evaluate the Candidate's scholarship.

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Criteria for Evaluating Scholarship

There is a broad range of scholarship in Anthropology, including, but not limited to:

- Publication (print or electronic) of a scholarly book or textbook
- Peer-reviewed publication (print or electronic) in scholarly books, or journals
- Publication (print or electronic) of books, essays and periodical articles directed to a general audience
- Public showing of anthropological film or video productions
- Public opening of anthropological curated public exhibits
- Editing of books, journals, or book series
- Co-authored publication or multi-authored publications
- Major grants written and/or received
- Minor grants written and/or received
- Anthropological technical and field reports
- Creative Products that do not fall into the above categories. These might include, for example, works of art designed to communicate anthropology to a larger audience
- Encyclopedia article
- Publication of book and/or film reviews in peer-reviewed journals
- Reviewer for book manuscripts, article or magazine manuscripts, and grant proposals
- Public policy development
- Anthropological consultations
- Invited public lectures
- Presentations at professional meetings (volunteered, invited, organizer of session)
- Ongoing research as evidenced in field research, archival and library research, data collection, organization, and analysis
- Other scholarly endeavors such as attendance at professional meetings and participation in professional workshops

Although discrete values have not been assigned to any of the above, it is important to note that publication is essential to any configuration of scholarship and to movement from one rank to the next. In the case of a film, video, exhibit or other creative work, the public showing of the creative work to an informed audience is the equivalent to publication. The Department favors peer-reviewed and peer-adjudicated works, which are both presented to experts in the author's field, over works presented to the public and/or students without external expert evaluation. Invited works, for example, can be used to demonstrate recognition of a Candidate's expertise but they are not considered a product of peer-review or adjudication. In evaluating scholarship, regardless of the audience to which it is directed and the form that it takes, APT Committees look for evidence of:

1. Contributions to knowledge (significance of scholarship)
2. Dissemination of scholarship (e.g. publication)
3. Quality of scholarly products (reflected in refereed publications and peer review, as assessed by the APT Committee)
4. The range of endeavors in which scholarship occurs
5. Continuing scholarly activity.

Criteria for Assessing Scholarship at Rank and for Promotion

Assistant Professor:

For Initial Appointment as Assistant Professor - The candidate should have earned a PhD in anthropology and demonstrated promise of continuing commitment to scholarship.

Initial Reappointment as Assistant Professor (2nd year review) - The candidate is expected to demonstrate a continuing commitment to scholarship through participation in conferences and clear progress toward meeting the requirements toward tenure such as work on article manuscripts or submissions to peer-reviewed journals.

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Second Reappointment as Assistant Professor (5th year review) - The Department will expect the candidate to be on track to meet the criteria for continuing appointment in another year. The candidate may be considered for early promotion at this juncture.

Tenure and Promotion to Associate Professor:

To be considered for promotion, the Candidate must have published or in-press (i.e. completed manuscript in publication process with clear publication date) a minimum of

1. one scholarly book, or
2. four peer-reviewed article-length publications, or
3. equivalent products.

Equivalency should be ascertained based on contribution to the publication, and the relative scholarly value entailed (see "Criteria for Evaluating Scholarship" above). In the case of products that appear outside of peer-reviewed journals and scholarly books, it is up to the candidate to demonstrate their equivalency. Previous scholarship will be given consideration only if there is evidence of sustained productivity in scholarship while at Brockport. We expect a minimum of two scholarly products since the candidate began teaching at Brockport.

In addition, there should be evidence of professional growth in the field as exemplified in professional contacts made, presentations of papers at professional meetings, invitations to participate in conferences, review manuscripts, and the like.

Full Professor:

Evidence of new research and scholarship, beyond those used to fulfill continuing appointment (tenure) to Associate Professor level (i.e., published post-promotion and tenure). The scholarship should show growth beyond that which the Candidate completed for Promotion and Tenure at the College. Minimally, this will be in the form of:

1. a published or in-press book-length manuscript, or
2. four published or in-press peer-reviewed article-length publications, or
3. equivalent products.

In addition, the Full Professor will continue professional growth in the field beyond the Associate Professor level. This might include evidence such as invitations from leaders in the field to contribute to scholarly symposia, serve on editorial boards, run for professional office, give public lectures, etc.

The Candidate for continuing appointment is asked to provide a list of several possible external evaluators. The APT Committee then prepares their own list of potential external evaluators. An evaluator is chosen from each list, for a total of two evaluators. These external professional peers should have themselves contributed significant articles and/or books to the candidate's specialty. The external evaluators are asked to assess the value of the Candidate's scholarship in relation to their field of expertise and discipline, which will be considered by the APT Committee.

SERVICE

Procedures for Evaluating Service:

The evaluation of service for reappointment, promotion, or tenure will be based upon review of the candidate's service portfolio only.

The service portfolio: The candidate will compile a service portfolio which includes: 1) a list of all relevant service activities, with descriptions of responsibilities, degrees of participation and outcomes and 2) representative products resulting from these activities. Supporting letters from chairs of any committees or relevant extra-departmental organizations on which the Candidate served are encouraged.

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Criteria for Service

Departmental Service: Within a small Department such as ours, every faculty member contribute in at least one role, with expectations increasing with rank. These contributions include library coordinator, Anthropology Club advisor, Web-Coordinator, Assessment Committee Chair, Speaker Series Director, College Senator and Alternate College Senator. In addition, it has been customary for all faculty to serve, where appropriate, on the APT Committee, and to provide academic advisement.

College Service: There are numerous college committees and boards that faculty might serve on, some by invitation, some by volunteering. College service also entails participation in student recruitment, advance registration for new students and advisement sessions for potential students. Faculty may also be involved in organizing public events, such as conferences, hosted at or sponsored by the college. Voluntary participation in college events such as Scholars Day is also considered college service.

Community Service: This includes, but is not limited to, discipline-related work with the local schools, nonprofits, local business communities, and/or service on community committees or boards.

Service to the Profession: This includes, but is not limited to, serving as an officer in a professional organization, organizing a professional meeting, serving on thesis committees and serving on APT reviews for Anthropology departments in other colleges, or other departments in the College, and being a media spokesperson for the discipline.

Criteria for Evaluating Service

Normal expectations for faculty on a 3/3 teaching load (who demonstrate an active program of scholarship) are as follows:

Assistant Professor: Assistant Professors are expected to demonstrate effective involvement in departmental governance including regular attendance at departmental meetings, service on departmental committees, student advisement (majors and non-majors), attendance at registration and advisement sessions, and completion of other duties that may be unique to the faculty member's job description.

Associate Professor: In addition to meeting the expectations for Assistant Professor, Associate Professors are expected to demonstrate productivity in extradepartmental service to the college, community, or profession or to take on active leadership roles within the department.

Full Professor: The distinction between Associate Professor and Full Professor is in many ways qualitative. In addition to meeting the expectations for Associate Professor, Full Professors are expected to demonstrate leadership in the department, including chairing the department or major College committees, and the community or the profession.

APPENDIX: Teaching Guidelines

The Effective Anthropology teacher

The qualities exhibited by an effective anthropology teacher can be grouped into the following four domains: organization, presentation, scholarship, and student satisfaction. These are not necessarily mutually exclusive, nor is one inherently more important than another. Mastery of all of them is the mark of an accomplished teacher.

Organization

1. There is a syllabus for each course taught containing
 - a) a description of the course
 - b) clearly articulated learning goals for the course that correspond to Anthropology's Student Learning Objectives
 - c) a course outline, which includes class topics, reading assignments, exam and written assignments schedule
 - d) expectations of students, including reference to relevant College policies

- e) methods of evaluation and grading standards
2. Courses are coherent and clear in design and organization of subject matter, goals, and student expectations. Design and organization are appropriate for the level of the course

Presentation:

1. Presents classroom material in an organized, coherent and easy to follow manner
2. Adheres to the syllabus in respect to course topics, goals and expectations of students. Gives ample warning and rationale for changes in course content, assignments and scheduling of examinations
3. Assignments, examinations, quizzes are effective in evaluating student progress and relevant to course objectives
4. Effectively utilizes, where appropriate, audiovisual and visual resources, computer technology, teaching collections, and case studies to give students the concrete means to relate to the course material
5. Challenges students to think critically and to view the world around them in new ways
6. Makes anthropology relevant to the world in which the student operates
7. Is demanding, challenging, and has high standards, yet maintains student enthusiasm and interest
8. Is available outside of class to discuss and review course material with students and to offer assistance

Student Satisfaction:

Students are not qualified to evaluate all aspects of an instructor's course design and classroom performance. Student assessment is most meaningful and student satisfaction most important in regard to the following:

1. Shows consistency in the presentation of course material and consistency and fairness in the examination and grading of student work
2. Provides sufficient feedback on student exams, papers, assignments, and other work, and gives it in a timely fashion
3. Creates a classroom environment conducive to student learning
4. Is accessible outside the classroom for consultation

Scholarship/Pedagogy

1. Keeps current in scholarship related to course content
2. Keeps abreast of new methods of teaching that can enhance student learning and faculty effectiveness
3. Regularly reviews, evaluates, and revises existing courses in respect to scholarship and methodology
4. Displays a commitment to the improvement of teaching
5. Develops new courses as needed and contributes to the overall design of the department's curriculum

Academic advising:

Student success depends on ongoing and reliable guidance and support from faculty/mentors. Faculty are expected to:

1. Provide scheduled advisement sessions during the registration advisement period for majors, minors and generalist advisees who are assigned to them;
2. Maintain reasonable office hours and appointment schedules to advise majors and non-majors;
3. Provide more specialized guidance for students whose interests relate to the faculty member's expertise or subdiscipline;
4. Carry their share of the departmental obligation to provide advisors for beginning of the semester registration and in other advisement sessions scheduled throughout the year.

5. Senior faculty mentor students who show promise in and who wish to pursue careers relevant to the faculty member's specializations.

Learning objectives:

Teaching will be assessed against learning objectives that are specific to individual courses as well as objectives that represent the broader mission of the Anthropology program. Anthropology is a holistic discipline that examines human behavior in the sociocultural present (cultural anthropology), in the past (archaeology), and from bio-evolutionary perspectives (physical anthropology). In addition, individual anthropologists may incorporate perspectives from the social sciences, humanities and/or natural sciences in their teaching and research. Finally, anthropology is heavily invested in the General Education, Honors, Master's in Liberal Studies (MALS) and other extradepartmental programs, which have their own course objectives. As a result, learning objectives will vary from course to course and from instructor to instructor.

However, there are certain learning objectives that transcend individual courses that relate to helping students:

1. Understand and address the implications of ethnocentrism
2. Understand their place in the larger world, as individuals and as participants in larger sociocultural systems
3. Develop frameworks and research skills for studying sociocultural systems, locally and/or globally
4. Develop critical thinking skills
5. Develop writing, computational, data management and research skills appropriate to the course or subdiscipline

Faculty are expected to develop syllabi that are consistent with the learning objectives of the Department, anthropological subdiscipline, course level and (in the case of required majors courses, General Education Courses, or courses for other programs, etc.) course function. Teaching will be evaluated against the learning objectives stated in the course syllabi.