Appointment, Promotion, and Tenure Documentation

2001

Anthropology: Appointment, Promotion, and Tenure Documentation

The College at Brockport

Department of Anthropology

Criteria for Appointment, Tenure and Promotion (2/7/01)

1. Teaching in Anthropology:

Introduction:

Anthropology's intellectual roots and modern day applications focus on human and prehuman sociocultural adaptations and systems. Because Anthropology cuts across the natural and social sciences and the humanities, its practitioners use teaching and research methods from all three areas. The anthropology curriculum exposes students to the diversity of methodologies, theories and case studies relevant to understanding past and present sociocultural systems. Equally important, anthropology students need to learn to think like anthropologists, to solve problems using anthropological frameworks and methods. This requires hands-on experience—in the classroom with simulations, videos and lab materials and outside the classroom with experiences such as field research, field schools and internships.

For more than 20 years Anthropology at Brockport has been heavily oriented towards serving the General Education curriculum. This is not surprising given General Education's goal of providing "insights about humankind and its cultural achievements including special attention to ... a non-Western perspective [and] the nature of human society."[1] All of our Introductory 100 level courses are General Education breadth component courses, and most of our 300 level courses are General Education contemporary issues courses.

Thus, the teaching of Anthropology, at both the 100 and 300 levels, must address a student audience with no background in the field as well as a small group of majors whose aspirations range from simply obtaining a Bachelor's degree to completion of a PhD in graduate school. Class size and format will also vary according to the type of course and the student audience. Increasingly, teaching in Anthropology may also involve electronic technology such as computer applications in the classroom, online instruction, class listservs and websites, and computer based assignments.

1.1. 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.

1.1.1. 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

c) a course outline which includes class topics, reading assignments, exam and written assignments schedule

d) expectations of students

e) methods of evaluation and grading standards

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[1] State University of New York College at Brockport. Strategic Planning Summary and Committee Recommendations, January 1999, p.8.

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.

1.1.2. 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.

1.1.3. 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

1.1.4. 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[2]

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

1.1.5. Academic advising:

Student success depends on ongoing and reliable guidenace 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.

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[2]   This would include taking advantage of faculty development opportunities offered by the college.

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

1.2. Expectations for Rank (Teaching):

1.2.1. Assistant Professor:

A beginning assistant professor may be teaching more than one course for the first time and will be simultaneously developing course content, teaching methods, course goals, and student assignments. The demonstration of competence in the qualities enumerated in Section I, above, is the goal at the assistant professor level. Accordingly, an Assistant Professor should be able to successfully

1. teach classes of varying sizes (seminar to large introductory class) and purposes (Gen Ed vs. Major);

2. handle major and non-major advisement;

3. Develop new courses and revise courses currently offered.

4. In addition, the candidate should demonstrate evidence of faculty development and growth in the area of teaching. At the time of a faculty member's first evaluation for contract renewal, which comes after only one year of teaching, we expect progress towards these goals and promise of attaining them.

1.2.2. Associate Professor:

Associate professors are expected to demonstrate *mastery* in the qualities enumerated in the section, above. Mastery at the Associate Profesor Level will be demonstrated in growth and accomplishments in teaching effectiveness, organization, and classroom performance. An Associate Professor will have mastered the criteria listed for an assistant professor and will, in adition, play an expanded role in the departmental and college curricula by such things as:

1. developing new areas of teaching expertise that reflect the faculty member's scholarly growth and new trends within the discipline or subdiscipline;

2. developing—and demonstrating success with—new classroom and extra-classroom teaching methods,

3. applying anthropology to programs outside of the anthropology major *per se*;

4. mentoring anthropology majors and non-majors in ways that positively affect their post-graduate career options in anthropology or in areas that might utilize anthropology;

5. developing or applying other teaching modalities that are unique to the faculty member's subdiscipline.

Demonstration of *mastery:* In preparing the teaching portfolio (see below) the candidate for Associate Professor must explicitly address and provide evidence of mastery, as described above. This includes:

1. positive evaluations on the college-wide instructional assessment instrument(s) in effect during the review period;

2. evidence that the faculty member is keeping up to date in trends relevant to course content and is incorporating these trends into the course content;

3. evidence that the faculty member is incorporating her or his own new scholarly output into courses where this is relevant;

4. evidence of how new teaching modalities are being applied and that these are being positively reflected in student learning outcomes;

5. Evidence, through feedback from former students, testamonials, etc., that mentoring has been effective.

1.2.3. 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 members 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;

2. serving as 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;

Demonstration of *leadership:* In preparing the teaching portfolio (see below) the candidate for Professor must explicitly address and provide evidence of leadership, as described above.. This includes:

1. demonstrating the qualities of *mastery* itemized above for Associate Professor.

2. demonstrating the positive impact that the faculty member's teaching role has had on the teaching mission of the department or college.

1.3. Assessment of teaching

1.3.1. Learning objectives:

Teaching will be evaluated 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, 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 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.

1.3.2. Procedures for assesing teaching:

The assessment of teaching for reappointment, promotion, or tenure will be undertaken by an *ad hoc* committee comprised of three departmental members—one appointed by the chair, the second selected by the candidate, and the third chosen by the other two members. Teaching assessment will be based upon classroom observation, review of the candidate's teaching portfolio, and discussions with the candidate. Interviews with students may optionally be conducted. The teaching committee will prepare a report and evaluation of the candidate's teaching based on these data and addressing the criteria in Section I, above.

1. The Teaching Portfolio: The candidate will compile a teaching portfolio which includes: 1) a statement of teaching philosophy and a self-assessment of teaching; 2) syllabi and selected assignments/exams/labs from all courses taught since appointment; 3) a compilation of student evaluations from all courses; 4)

distribution of grades in all courses; 5) examples of feedback to students on exams, papers, labs, and other assignments; 6) any other materials which demonstrate teaching effectiveness.[3]

2. Classroom Performance: The *ad hoc* committee will make arrangements with the candidate to visit the candidate's classes on at least two occasions, and will write a brief report addressing the candidate's strengths and weaknesses in classroom teaching.

3. Discussion with the Candidate: Discussion with the candidate offers opportunity for elaboration of teaching philosophy, response to questions about classroom teaching, examination policies, student assignments, etc. as well as questions about any other material in the teaching portfolio.

4. Student Interviews: At the request of the candidate or at the discretion of the faculty as a whole, the committee may interview students from the candidate's past and present courses. Students selected to be interviewed should represent a range of scholastic achievement (grades) and should be chosen in consultation with the candidate.

2. Scholarship in Anthropology

Introduction:

At the close of the 20th century, Anthropology, like some other disciplines, has had to confront its colonialist origins. This has resulted in an increasing emphasis on "relevance" and the mainstreaming of scholarship to address the social and cultural issues of the times. There is a renewed commitment in our profession to producing knowledge that is relevant and useful to the larger communities and world within which we conduct our studies. Anthropology supports and encourages anthropologists as public intellectuals whose work reflects understanding and influencing of contemporary social issues. Thus, the audiences we write for, consult with, and teach, have broadened from the narrowly academic to a much wider public. Today, anthropologists in the academy are as likely to be doing scholarship that aims to make a difference in the real world through public policy work, social action, public outreach and education, and consulting as they are to be doing the basic research that inquires about the nature of human and prehuman sociocultural systems and adaptations. And, paralleling this shift, Anthropologists may be as likely to publish in serials and books that reach this wider public as they are to publish in the standard anthropological journals and university presses.

Being relevant may take many forms; the archaeologist may be involved in historic preservation scholarship, the physical anthropologist in forensic research, the cultural anthropologist may turn to creative nonfiction to bring other cultures to the general reader. We cannot rigidly define the parameters of "relevance,"[4] only affirm that "relevant" scholarship carries as much weight in personnel matters as more traditional scholarship.

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[3] For example, these might include letters from students or acknowledgments from others in whose courses the applicant has lectured; lab manuals or similar course material authored by the applicant

[4] It includes, but is not limited to, the "scholarship of application"

At the same time that we are becoming a discipline of "public intellectuals," Anthropology has grown increasingly specialized (a few larger departments at major research institutions, for example, have split across the science/humanity divide). This specialization is often reflected in the kinds of scholarly products Anthropologists produce. Technical reports, for example, are very common in archaeological research, and jointly authored publications are more commonplace in archaeology and physical anthropology than in cultural anthropology.

2.1. Criteria for Scholarship

2.1.1. Given the above, there is a broad range of endeavor which we recognize as scholarship in Anthropology, including, but not limited to:

1. Publication in hard or electronic copy of books (directed to an academic and/or general audience), textbooks, edited books, chapters in books, journal articles, magazine articles, technical reports, essays, book reviews, and videos.

2. Editing of journals or book series

3. Presentations at professional meetings (volunteered, invited, organizer of session) and invited public lectures

4. Creative Products that don't fall into the above categories. These might include, for example, museum exhibits and works of art designed to communicate anthropology to a larger audience

5. Grants written, received

6. Invited Reviews of book manuscripts, article or magazine manuscripts, and grant proposals

7. Ongoing Research as evidenced in field research, archival and library research, data collection, organization, and analysis.

8. Other Scholarly Endeavors such as attendance at professional meetings, participation in professional workshops, serving on the editorial boards of professional journals, reading in the discipline.

2.1.2. Regardless of the format, it is expected that the materials that form the foundation for APT decisions will:

1. have undergone peer review processes appropriate to the faculty member's subdiscipline; and

2. appear in journals or formats recognized within the faculty member's subdiscipline as legitimate venues for the dissemination of scholarship.

2.1.3. Although we have purposely not assigned discrete values 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 evaluating scholarship, regardless of the audience to which it is directed and the form that it takes, we 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);

4. the range of endeavors in which scholarship occurs;

5. continuing scholarly activity;

2.2. Expectations for Rank (Scholarship)

The Department of Anthropology holds that evaluating scholarship is primarily a qualitative endeavor, although the quantitative issue of "how much" must be addressed in some form. Accordingly, we use the scholarly investment required to produce a doctoral dissertation as a measure of the quantity of published scholarship required to move from one rank to the next. The responsibility for demonstrating this equivalency rests primarily with the candidate, and secondarily, with the departmental APT committee. Given that faculty workload in teaching may vary from 3/3 to 4/4, we acknowledge that adjustments in the quantity of scholarship expected may be made for faculty who have teaching loads heavier than 3/3. Minimal expectations for rank, for faculty on 3/3 teaching loads, are as follows:

2.2.1. Assistant Professor: Completion of the PhD degree and evidence of ongoing scholarship that points towards: contributions to knowledge, publications and other peer reviewed scholarship, and expansion of scholarly endeavors beyond the PhD focus.

> **Reappointment:** Demonstration of reasonable progress towards meeting the criteria for promotion to the next academic rank. See appendix A.

2.2.2. Associate Professor: Evidence of new research and scholarship equivalent to the PhD dissertation in scope and effort:

1. Typically this will take the form of four peer-reviewed article-length publications or equivalent.

2. The research topic may arise from the dissertation research but it must, in addition, reflect new insights developed independently of the dissertation. The candidate must

demonstrate that scholarship has substantially extended beyond the focus of the dissertation.

3. 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.

2.2.3. Full Professor: Evidence of new research and scholarship, beyond that achieved at the Associate Professor level, and also equivalent to the PhD dissertation in scope and effort (see above). Typically, this will be in the form of:

1. a published book-length manuscript; or

2. publication of an edited book in which the candidate has served as both editor and as contributor of a significant manuscript to that volume; or

3. a series of peer-reviewed articles comparable in scholarly effort to a book.

The department is open to other possibilities provided that the candidate can demonstrate that scholarship has substantially expanded beyond the focus of scholarship at the time of last promotion and that it is comparable in scope and effort to the above.

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..

2.3. Assessment of Scholarship

The assessment of scholarship for reappointment, promotion, or tenure will be undertaken by an ad hoc committee comprised of three departmental members—one appointed by the chair, the second selected by the candidate, and the third chosen by the other two members. Scholarship assessment will be based upon review of the candidate's scholarship portfolio, discussions with the candidate, and, for those being considered for promotion to full professor, peer review of scholarship materials by 3 outside reviewers familiar with the candidate's areas of expertise.

2.3.1. Procedures for assesing scholarship:

1. The Scholarship Portfolio: The candidate will compile a scholarship portfolio which includes 1) a list of scholarly products and activities with an explanation of the peer review process 2) copies of publications, presentations, works in progress and other tangible scholarly products 3) a 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 4) a reflective critique/evaluation of one's own scholarship.

2. Discussion with the Candidate: Discussion with the candidate offers him/her the opportunity to elaborate on material included in the portfolio and the committee the opportunity to ask questions about any material in the portfolio.

3. Peer Reviews (full professor only): The candidate will provide the committee with a list of people in the field who are competent to evaluate the candidate's scholarship. The committee will select three of these individuals and ask them to evaluate the candidate's scholarship.

3. Service in Anthropology

Introduction

Although clearly acknowledged by the college to be tertiary in the evaluation of faculty for Reappointment, Promotion or Tenure, service is essential to the functioning of the department and college. The demand for faculty service by the college has increased markedly since the mid-1980s.

We recognize the importance of active service at both the departmental and college levels, and expect faculty to participate in both. We also recognize and encourage service in the profession and larger community. Each is described, briefly, below. Tenured faculty are expected to do more and broader service than untenured faculty, and those more advanced in rank are expected to take leadership roles in college and professional service.

3.1. Criteria for Service

3.1.1. Departmental Service: Within a small Department such as ours, every faculty member has a titled role. These include library coordinator, advisement coordinator, curriculum coordinator, coordinator of resources, Anthropology Club advisor, faculty senator. In addition, it has been customary for all faculty to serve, where appropriate, on the APT committee.

3.1.2. 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.

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

3.1.4. 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 performing APT reviews for Anthropology departments in other colleges, and being a media spokesperson for the discipline.

3.2. Expectations for Rank (Service)

Because we are a small department, we do not have the luxury of distributing the tasks necessary for the smooth running of the department in a way that might be possible in larger departments. Also, since each of our full time faculty have teaching and scholarship obligations that carry with them certain service obligations, we recognize that individual faculty will have different roles to play in the area of service. Minimal expectations for rank, for faculty on 3/3 teaching loads, are as follows:

3.2.1. 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, attendance at registration and advisement sessions, and completion of other duties that may be unique to the faculty member's job description;

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

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

3.3. Procedures for assesing service:

3.3.1. **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 productes resulting from these activities. Supporting letters from chairs of any committees or relevant extradepartmental organizations on which the candidate served are encouraged. Assessment of service will be conducted similarly to the assessment of teaching and scholarship.

4.Procedures for evaluating candidates for re-appointment, continuing appointment or promotion.

Note: The College establishes procedures and schedules for APT processes that may govern the application of the procedures set forth in this document. Current guidelines for these policies are covered in "STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT PROCEDURAL REQUIREMENTS FOR ACADEMIC PERSONNEL DECISIONS, 9/20/00" and "REVISIONS/CLARIFICATIONS TO ACADEMIC POLICY/PRACTICE ON DEPARTMENT APT COMMITTEES, 10/26/98) Prior to initiating any APT processes, the applicant and the Department should consult the latest versions of these documents.

4.1. Role of the APT Committee: Normally, the APT committee consists of the Department of the Whole. However, as a small department, we may not be able to constitute a full APT committee that also meets strictures imposed by college policy (regarding the rank, appointment status, etc., of Committee members). In such case an APT committee will be constituted in consultation with the appropriate dean.

The APT Committee is charged with the review of all applications for re-appointment, continuing appointment, or promotion within the Department. The review process will consider the performance of the Candidate with respect to teaching, scholarship, and service as specified in the sections below.

The outcome of the APT Committee review process will be a written report and recommendation to the Department faculty. This report shall include 1) the Committee's recommendation, 2) the Committee vote on the personnel action being considered, and 3) a supporting narrative summarizing the Committee's conclusions as they pertain to the criteria of teaching, scholarship, and service. In cases where the APT Committee authors multiple

reports for multiple candidates, the Committee should seek to produce reports that are consistent in format, style, and organization.

4.2. Role of the Candidate: Applications by full-time faculty, to be considered for re-appointment, continuing appointment, or promotion, are to be made in writing to the APT Committee in accordance with current administrative deadlines. It is the responsibility of each individual seeking re-appointment, continuing appointment, or promotion within the Department to prepare a complete and organized package of materials supporting his/her request. Further, it is the responsibility of each individual to know and understand 1) the terms of his/her current appointment and 2) application deadlines for contract renewal, continuing appointment, and promotion.

4.3. Application Contents: Materials supporting the Candidate's request for re-appointment, continuing appointment, or promotion, 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. Letter of application;

2. One to two page summary of highlights in teaching, schoarship and service relevant to appication.

3. Inventory of materials submitted;

4. 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.

4.5. Criteria to be Considered: The report and recommendation of the APT Committee will focus on the Candidate's record in the areas of teaching, scholarship, and service as it pertains to the personnel action under consideration.

4.6. Weights In The Review Process: Depending on their teaching loads and other duties, the weightings assigned to teaching, scholarship and governance may vary. In all cases, teaching shall constitute at least 50% of the weighting, with the other areas distributed as follows: Scholarship = 30%; Service = 10%; Discretionary = 10% (i.e. the applicant may dstribute this discretionary 10% against Teaching, Scholarship and/or Service as she or he wishes.)

4.7. Distribution of APT Committee Reports: The APT Committee members are responsible for conducting the review process and preparing the Committee report in conformance with published administrative deadlines. The written report of the Committee will be shared with Candidate prior to forwarding the report to the Department. The purpose of sharing the report with the Candidate, prior to its being forwarded, is to allow clarification by the Candidate. It is understood that the Candidate has the option of withdrawing his/her request at any time prior to when the recommendation is presented by the Committee to the Department for formal vote, provided that the Candidate withdraws his/her request in writing. The identity of the Candidate who chooses to withdraw his/her request will be kept confidential.

Except in cases where the Candidate chooses to withdraw his/her request for re-appointment, continuing appointment, or promotion, the Committee will submit its written report to the Department Chairperson and the Department for the purpose of a departmental vote on the recommendation. The signed Committee report must be distributed to the faculty at least 5 working days before any faculty vote on the Committee's recommendation.

For a reasonable period of time prior to the vote, 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. 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.

4.8. Voting Process: Normally, the Anthropology Department (minus the candidate) acts as an APT committee of the whole. In other cases the APT committee may consist of a subset of the Department's faculty or may be constituted according to college policies that preclude the committee of the whole. The following procedures will apply regardless of the structure of the APT Committee. The members of the Department vote, either as an APT committee of the whole or on the recommendation from the APT committee. During the faculty meeting at which a vote on the Committee recommendation is taken, the Candidate will have an opportunity to speak to the Department concerning the Committee's recommendation and to

address the Department as the Candidate sees fit. The Department will also have the opportunity to ask questions of the Candidate; the Candidate will then be asked to leave the room.

Depending on the structure of the APT committee (see above) the Department will then have the opportunity (1) to ask questions of the APT Committee and/or (2) for general discussion. The members of the Department will then vote by secret ballot. The result will be announced to the Department, and then to the Candidate, immediately after the balloting and be recorded in the minutes of the meeting. Again, depending on the structure of the APT Committee (see above) the APT Committee's recommendation, along with the Department vote on the recommendation, will be forwarded to the Dean. The Anthropology Chairperson will also provide a commentary consistent with procedures outlined in the Departmental Constitution and College APT procedures in effect at the time of the review.

Appendix A: Criteria for renewal of non-tenured faculty

Non-tenured faculty—entering at the Assistant Professor level and making reasonable progress toward tenure—are normally contracted for successive periods of three-years, three-years and one-year, with reviews for reappointment occurring as follows:

    Year two: first renewal review

    Year five: second renewal review

    Year six: review for tenure and promotion (However, a faculty may apply to be reviewed

    for   promotion prior to year six.

To be considered for renewal at years two and five, a non-tenured faculty must demonstrate <u>reasonable progress toward the next academic rank</u> (See sections on Teaching, Scholarship, and Service, above). We recognize that the specific pathway that a faculty might follow from initial appointment to tenure will vary, depending on the individual's specialization, job description, etc.. However, it is important that the faculty member develop teaching, scholarship and service agendas that (1) lay out specific goals that are consistent with departmental criteria for performance within the current rank and (2) result in demonstrable evidence—in the form of evaluable products and activities—of progress toward the next rank.

Year two review: The first two years are typically spent <u>developing and initiating</u> a program of teaching, scholarship and service.

<u>Teaching:</u>

    1. The reviewee is expected to provide evidence, in the form of course syllabi, student evaluations, etc., of satisfactory performance at current rank (normally Assistant Professor).

    2. In addition, if the reviewee has been appointed to carry out specific teaching obligations (field schools, labs, practica, internships, etc.) related to her or his specialization, she or he should also demonstrate that these are being developed or implemented in a manner consistent with the conditions of appointment.

<u>Scholarship:</u>

The reviewee is expected to demonstrate:

    1. the <u>initiation</u> of a program of research beyond that required for the Ph.D... The research topic may arise from the dissertation research but it must, in addition, reflect new insights

developed independently of the dissertation. The candidate must demonstrate that scholarship has substantially extended beyond the focus of the dissertation.

2. That she or he is <u>in the processes of producing</u> tangible products of this program of research. These might include—but are not limited to—such products as grant applications, articles submitted for publication, prospecti for book chapters or manuscripts, presentations at professional meetings, etc..

<u>Service:</u>

The reviewee is expected to demonstrate effective involvement in departmental governance appropriate for the rank of Assistant Professor, as described in the attached APT document.

Year five review: The second three years are typically spent <u>consolidating a program of teaching, scholarship and service</u>.

<u>Teaching:</u>

The reviewee is expected to demonstrate the following:

1. Development of new courses beyond those developed in the first review period (based on a three course / semester teaching load); At least one of these must be a required majors' upper division distribution course

2. Student satisfaction (using the IDEA system or another instrument approved by the Anthropology Department) is at or above the mean for comparable courses for a majority of courses offered since the previous review. We recognize, however, that effective teachers may offer occasional courses (new offerings, etc.) that fall below these expectations. In such cases, the reviewee is expected to indicate how these courses might be improved in future offerings.

3. Development and application of new teaching methodologies and/or refinement of previously used methodologies.

4. In addition, if the reviewee has been appointed to carry out specific teaching obligations (field schools, labs, practica, internships, etc.) related to her or his specialization, the

reviewee should also demonstrate that these continue to be implemented in a manner consistent with the conditions of appointment.

Scholarship:

We recognize that a number of external factors may affect the rate at which scholarly products are accepted for publication. However, the reviewee should normally demonstrate the following by the fifth year review:

1. A successful program of research that expands on the program initiated during the first two years;

2. Submission and acceptance of at least two (2) articles (or equivalent) for publication in peer-reviewed publications;

3. Completion and submission of at least two additional articles (or equivalent) for publication in peer-reviewed publications

4. Other evidence of progress toward the next rank such as presentations at professional meetings, book reviews, grant applications, etc..

Service:

The reviewee is expected to demonstrate:

1. effective involvement in departmental governance appropriate for the rank of assistant professor as described above.

2. effective assumption of one of the departmental, extra-departmental or community service duties expected of an Associate Professor.

Year six review: By the time of the sixth year review, the reviewee must have completed all of the expectations for promotion to the rank of Associate Professor