

**Department of Anthropology
University of Colorado Denver**

Primary Unit Criteria for Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty

Governing Rules and Policies:

1. Regent Policy 5.D: Reappointment (to a tenure-track position), Tenure and Promotion
2. Administrative Policy Statement 1022: Standards, Processes and Procedures for Reappointment (to a tenure-track position), Tenure, Promotion, and Post-tenure Review
3. Campus Administrative Policy 1004: Reappointment, Tenure and Promotion Review

I. VALUES

The objective of tenure and promotion criteria in the Department of Anthropology at CU Denver is to develop an outstanding faculty with a demonstrated commitment to academic excellence in scholarly/creative work, teaching and leadership and service. These criteria must be equitable to individuals and maintain accepted standards of academic freedom. As part of an urban research university furthering the public need for the advancement and communication of knowledge, we acknowledge and reward scholar-teachers. Such individuals are active contributors to research in their particular sub disciplines and specialties within anthropology, and within the geographic area(s) in which they conduct research. Scholarship serves the public and informs undergraduate and graduate inquiry inside and outside the classroom. Thus, in addition to conducting original and creative research, the scholar-teacher who merits promotion and tenure should demonstrate a sustained commitment to teaching relevant to the needs of CU Denver's diverse student body.

- A. While affirming the central role of quality scholarship to the mission of a public urban university, the criteria explained below also recognize the integral relationship among scholarship, teaching and service and their combined importance to a vibrant departmental, and university, community. A successful department depends on the accessibility, accountability and responsibility of its faculty.
- B. It is recognized that the career trajectory of a faculty member goes through a number of evaluative periods (comprehensive review, tenure and promotion to Associate Professor and promotion to Professor), but an expectation of continuous productivity exists for all faculty in the department. Therefore, a consistency in expected levels of productivity exists but the accumulative record and requirements of excellence vs. meritorious accomplishment differs at each stage. Specifically, at comprehensive review, the candidate's dossier must demonstrate activity in scholarly/creative work, teaching, and service/leadership with levels of activity that, at a minimum are approaching excellence in either research, scholarly/creative activities or teaching and approaching meritorious in the other two areas. During review for tenure and promotion to Associate Professor, the candidate's dossier must demonstrate activity in scholarly/creative work, teaching, and service/leadership with levels of activity that, at a minimum have reached the level of excellence in either scholarly/creative work or teaching and meritorious levels in the other two areas. During review for promotion to Professor, the candidate's dossier must demonstrate activity in

scholarly/creative work, teaching, and service/leadership. The Department of Anthropology defines “an overall record of excellence” as demonstrating the level of excellence in all three areas. Additionally, a strong case at each evaluative stage will have evidence not only of past accomplishments but also promise of continuing contribution to their discipline in terms of scholarly/creative work, teaching, and service/leadership with additional activities in the initial stages of research and/or dissemination.

- C. The department will adhere strictly to a policy of non-discrimination towards all faculty in tenure and promotion decision, on grounds of race, color, sex, age, religion, national origin, disability, pregnancy, sexual orientation, gender identity, gender expression, veteran status, political affiliation, political philosophy or marital status.

II. TYPES OF EVIDENCE FACULTY CAN PRODUCE TO SUPPORT THEIR CASE

Anthropology is a broad and heterogeneous field with numerous subfields (i.e., archaeological anthropology, biological anthropology, cultural anthropology, medical anthropology). The type of scholarly/creative work, done in these sub-fields differs, as does the prestige and impact of venues of scholarly/creative work, dissemination. This diversity is valued and the differences taken into account. As such, faculty from the various sub-disciplines may present different materials in their dossiers. In all of the sub-disciplines, quality is valued over quantity and, therefore, some types of evidence are given weight over others in the evaluation of the dossier. A list of the most common types of evidence is presented below. Not all of these must be present in the dossier, but some must.

1. Scholarly/Creative Work
 1. Refereed scholarly book
 2. Refereed edited scholarly book
 3. Refereed journal article
 4. Refereed book chapter
 5. Juried creative work like ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition)
 6. Funded Grants and contracts (including but not limited to National Science Foundation, National Institutes of Health, National Endowment for the Humanities, National Geographic, Leaky Foundation, Wenner-Gren, various federal and state agencies)
 7. Refereed technical report from applied cultural, medical, archaeological work
 8. Book reviews
 9. Encyclopedia entries
 10. Conference proceedings
 11. Conference presentations
 12. Non-juried ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition)
 13. National research award
 14. College and/or campus reward

2. Teaching

1. FCQ scores for course and instructor and student comments
2. Chair MA thesis
3. Member MA thesis committee
4. Chair undergraduate honor's thesis
5. Member undergraduate honor's thesis committee
6. Sponsor for UROP group
7. Development of new courses
8. Curriculum development (new tracks, certificates, etc.)
9. Variety of courses (upper- and lower-division, graduate, elective, service, etc.)
10. Course materials (syllabi, sample assignments, letters from students, sample lectures)
11. Student professional presentations or articles (co-authored or on their own)
12. Presentations and publications related to teaching
13. Text books
14. National Teaching award
15. College and/or campus teaching award

3. Leadership and Service

1. Department service office (chair, undergraduate advisor, graduate program director)
2. Other department service (assessment reports, search committees, RTP or Post-tenure committee, student club advisor)
3. College service (CLAS Council, ethics committee, academic standards committee, scholarship committee, BPC, DAC, Post-tenure committee, interdisciplinary/signature area advisory board, academic program review for another department, search committee for another department, RTP for another department)
4. Campus Service (faculty assembly, RTP for another college, BPC, search committee for faculty or staff in another department or for administrator for campus,)
5. Service to the Profession (journal editor, grant review board, grant reviewer, university press reviewer, journal reviewer, journal editorial board, planning regional or national conference, professional committee, office holder in professional society, program review for another university, RTP for another university)
6. Service to the community (community workshop, unpaid consulting, community board member)

III. COMPREHENSIVE REVIEW AND REAPPOINTMENT

The procedure and timing of the Comprehensive Review and Reappointment are detailed in Regent Policy 5.D, APS 1022, Campus Administrative Policy 1004, the departmental bylaws and the candidate's contract. Evaluation occurs in the area of scholarly/creative work, teaching and service/leadership. Reappointment requires the demonstration of approaching meritorious performance in each of the three areas of: teaching, scholarly/creative work, and service/leadership as well as a demonstration of approaching excellence in either teaching or research/creative activity.

The primary unit review committee for comprehensive review and reappointment will be comprised of all resident tenured faculty within the Department of Anthropology, and occasionally including faculty from other Departments as required.

- A. Scholarly/Creative Work. Evaluation for comprehensive review and reappointment is based on both the research contributions the candidate has made to date in terms of innovative method and theory, as well as the prospect for continued growth and contribution to the field.
 1. Evaluation of the dossier takes into consideration a number of different criteria.
 - a. The first criterion is the quality and quantity of refereed or juried research. As noted above, this research can take the form of refereed books, journal articles, book chapters, and ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition), as well as the successful award of grants and contracts. Top-tiered presses and journals are valued more than regional and second-tiered presses and journals. Similarly, top-tiered national and international venues for juried ethnographic visual media are valued more strongly than regional and local venues. Exceptional contributions to the field may be recognized with college, campus or national awards, but because these are relatively few in number in Anthropology, they are not necessary for a successful dossier. Additionally, highly selective national and international granting agencies, foundations and contractors are valued more highly than lower prestige or regional or local contracts. It is expected that there will be a mix of venues evident in the candidate's dossier; dissemination of research and creative activities in top-tiered venues may be supplemented with material in lower-tiered venues as well as technical reports, conference proceedings, and book reviews.
 - b. The second criterion deals with contribution. In some sub-disciplines, sole authorship is the norm while in others, the interdisciplinary nature of the work means that multi-authored works is the norm. When multi-authored work is the norm, independence is demonstrated by the development of research collaboration beyond the candidate's Ph.D. granting institution. Further, depending on the journal and the country in which the field research is conducted, the most important author is either the first, the last, or the designated corresponding author. This will be specified in the dossier.

- c. The third criterion relates to the position in the publication cycle. It is recognized that some presses have longer lag times between submission, peer review, acceptance, and publication than others. Additionally, some forms of dissemination (books, articles, book chapters, and ethnographic visual media) take longer to produce than others. Therefore, we make the following distinction. For books and book chapters we make a distinction between Advanced Contracts and Formal Contracts. Advanced Contracts are contracts made with a press based on a proposal, table of contents, and one or two chapters. These types of contracts are not available in all sub-disciplines. Formal Contracts are for manuscripts that are complete and have finished the peer-review process and are awaiting copy editing, formatting, or typesetting only. Works with Formal Contracts are considered in press, works with Advanced Contract are considered equivalent to in preparation. Additionally, we make a distinction between submitted, under revision, and in press for journal articles. Submitted and under revision are considered in preparation while in press are articles that have been through the peer review process and accepted and await only copy editing, type setting and journal schedules. Ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) that have been accepted to juried festivals (i.e. ethnographic) and other juried venues (i.e. competitions, museum exhibitions, television showings, selective Internet streaming, etc.) but not yet shown are treated similarly to written work that is in press.
 - d. The fourth criterion relates to the conduct of fieldwork (broadly defined so as to encompass the diversity of the sub disciplines) and (for some types of research) the award of external funding toward the dissemination of results in peer-reviewed venues. Field work and funding are considered indications of the potential of research and creative activities and are highly valued in our field. However, a productive scholar must convert this promise to books, articles, book chapters, ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition), and reports for that promise to be realized.
 - e. The final criterion recognizes the logistical constraints and long periods of field work needed to collect anthropological data. As such, it is assumed that publications of candidates will not be evenly spaced. Rather, the nature of anthropological field work results in situations where highly productive candidates may have one or two years in a row with no publications followed by a year with multiple publications or ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition). Therefore, we refer to the average number of publications or ethnographic visual media per year with the assumption that some years will have fewer and other years will have more.
2. *Approaching Meritorious*: A meritorious scholarly/creative work dossier for individuals who publish predominately peer-reviewed journal articles and/or juried ethnographic visual media i.e. film, video, photography, digital multimedia and

exhibition) averages one publications and/or ethnographic visual media every one and a half years. Peer reviewed publications include articles, book chapters, and technical reports (published or in press). At least half of these should be top tiered and in the case of multi-authored publications, at least half should be either first, last or corresponding author (depending on the venue and country of research). For researchers who publish predominately books, one book with an advanced contract from a respected scholarly press is expected at the time the dossier for comprehensive review is submitted.

Juried ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) include those selected for presentation at festivals (i.e. ethnographic) and other juried venues (i.e. competitions, museum exhibitions television showings, selective Internet streaming) by peer review juries. They are considered top tier if they are national in scope and second tier if they are regional. At least half of the juried ethnographic visual media should be at the national level.

2. *Approaching Excellent*: An excellent scholarly/creative work dossier for individuals who publish predominately peer-reviewed journal articles and/or ethnographic visual media averages one or more publications and/or ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) in juried festivals (i.e. ethnographic) and other juried venues (i.e. competitions, museum exhibitions television showings, selective Internet streaming) per year. Peer reviewed publications include articles, book chapters, and technical reports (published or in press). At least half of these should be top tiered and in the case of multi-authored publications, at least half should be either first, last or corresponding author (depending on the venue and country of research). For researchers who publish books, one book with an advanced contract from a respected scholarly press as well as one or more articles, book chapters, or ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) in national or regional venues are expected. These may be supplemented with conference presentations, successful grant proposals, and non-refereed publications and/or ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition).

Juried ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) include those selected for presentation at festivals (ethnographic, etc.) and other juried venues (i.e. competitions, museum exhibitions television showings, selective Internet streaming) by peer review juries. They are considered top tier if they are national in scope and second tier if they are regional. At least half of the juried ethnographic visual media should be at the national level. These may be supplemented with conference presentations, successful grant proposals, and non-refereed publications and/or ethnographic visual media. At least half of these should be in top-tiered venues.

- B. *Teaching*. We believe that teaching embraces classroom instruction as well as a range of faculty-student interactions. The department believes that excellent teachers have a profound knowledge of their subject. They continually refresh their teaching by incorporating advances in their fields and from their own research. All members of the department are expected to care for their students as individuals, provide timely feedback

to students, and interact with their students in an open-minded, fair and accessible manner. Faculty are also expected to advise students about their careers.

Within this statement, however, we make a distinction between excellent classroom teaching and teaching activities that rise to the level of excellence in the consideration of comprehensive review. That is, the designation of approaching excellence in teaching must demonstrate activities beyond the classroom. We also understand that excellent teaching requires faculty to stay current in their field. As such, a reduced number of courses due to grant buy out is not seen as a negative in a dossier, as long as the candidate has taught a sufficient number of courses to evaluate.

All faculty members will be evaluated using multiple means of evaluation. Minimally, a sample of syllabi and supplemental course materials will be included in the dossier to allow determination if they make class objectives and deadlines clear, set high standards of excellence and hold students to them. Additionally, observation of faculty in the classroom setting will occur as part of the evaluation. These two sources of information, combined with additional material in the dossier will be used to determine if the candidate rises to the level of approaching meritorious or approaching excellent in the area of teaching for the purpose of comprehensive review.

1. *Approaching Meritorious.* The level of meritorious in teaching is signaled by three out of the following four criteria. 1) The candidate should have evidence of classroom teaching at the undergraduate and graduate level, with evidence of continuing development and improvement of courses. 2) The FCQ data should show evidence of strong teaching. 3) They should have evidence of individual mentoring of graduate students by being the chair or a member of thesis committees. 4) Contribution to the curriculum may be evident through taking on new courses, some revamping of existing or the creation of new topical courses in the faculty member's area of expertise.

Approaching Excellent. The level of excellence in teaching is signaled by a baseline of four criteria described above, with additional activities related to teaching. Per Regent Policy 5.D, "A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting." Impact at the local, national, and/or international level beyond the immediate instructional setting can be demonstrated by activities including but not limited to mentoring of students at other institutions, serving on graduate thesis/dissertation committees for students at other institutions, guest lectures in classes at other institutions, serving on the curriculum committee of professional organizations. Additionally, evidence in at least two of the following areas must be demonstrated:

- a. The first area centers on individual mentoring of students beyond membership on or chairing of graduate student activities. Individual mentoring can be evident in a number of forms including independent studies, internships, supervising undergraduate honors thesis, mentoring students in their preparation of presentations for professional meetings or publications, taking

students into the field, publishing with students, coordinating or running field schools, or integrating students into their research projects.

- b. The second area centers on the purposeful and intentional improvement of teaching. Purposeful and intentional improvement are demonstrated by the participation in university or college workshops, professional committees on curriculum, implementation of innovative teaching methods including High Impact Practices (HIP), on-line methods of delivery, inclusion of service learning assignments in classes, or active participation in and use of assessment data to improve instruction.
- c. The third area centers on the scholarship of teaching. Evidence of the scholarship of teaching are demonstrated through publications on pedagogy, presentations on teaching at professional workshops and conferences, publication of text books or instructional manuals.
- d. Supplemental evidence of excellence in teaching may be evident in the recognition through College, University, or Professional teaching awards.

C. Leadership and Service. Although service will be given less emphasis than scholarship and teaching, some service is expected. The department encourages pre-tenure faculty to seek service assignments that will help them as they seek to establish themselves in their field of study and to learn about the culture and priorities of the university.

1. *Approaching Meritorious*: A candidate with a meritorious leadership and service record might make some contributions to community outreach. These contributions include but are not limited to public talks, department committees (such as search committees or arranging for speakers for colloquium) or professional service appropriate to their field of study. The latter may involve reviewing manuscripts for journals, academic presses or granting agencies.
2. *Approaching Excellent*: A candidate with an excellent leadership and service record would make contributions to department committees (including departmentally sponsored student clubs or advising), and perhaps participate in a college-level committee. In addition, faculty with excellent service records make contributions to their field by regularly reviewing manuscripts for journals, sitting on boards or committees of professional groups, organizing or participating in sessions or workshops at national meetings, or by providing service to their community.

IV. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

The procedure and timing of the Tenure Review and Promotion to Associate Professor are detailed in Regent Policy 5.D, APS 1022, Campus Administrative Policy 1004, the departmental bylaws and the candidate's contract. Evaluation will occur in the area of scholarly/creative work, teaching and service/leadership. Tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of: teaching, scholarly/creative work, and service/leadership as well as a demonstrated excellence in either teaching, or scholarly/creative work.

The primary unit review committee for tenure and promotion to Associate Professor will be comprised of all resident tenured faculty within the Department of Anthropology, and occasionally including faculty from other Departments as required.

A. Scholarly/Creative Work. Evaluation for continuous tenure and promotion to Associate Professor is based on both the research contributions the candidate has made to date (particularly since coming to CU Denver) in terms of innovative method and theory, as well as the prospect for continued growth and contribution to the field.

1. Evaluation of the dossier takes into consideration a number of different criteria.

- a. The first criterion is the quality and quantity of refereed or juried research. As noted above, this research can take the form of refereed books, journal articles, book chapters, and ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition), as well as the successful award of grants and contracts. Top tiered presses and journals are valued more than regional and second tiered presses and journals. Similarly, top tiered national and international venues for juried ethnographic visual media i.e. film, video, photography, digital multimedia and exhibition) are valued more strongly than regional and local venues. Exceptional contributions to the field may be recognized with college, campus or national awards, but because these are relatively few in number in Anthropology, they are not necessary for a successful dossier. Additionally, highly selective national and international granting agencies, foundations and contractors are valued more highly than lower prestige or regional or local contracts. It is expected that there will be a mix of venues evident in the candidate's dossier and dissemination of research and creative activities in top tiered venues may be supplemented with material in lower tiered venues as well as technical reports, conference proceedings, and book reviews.
- b. The second criterion deals with contribution. In some sub-disciplines, sole authorship is the norm while in others, the interdisciplinary nature of the work means that multi-authored works is the norm. When multi-authored work is the norm, independence is demonstrated by the development of research collaboration beyond the candidate's Ph.D. granting institution. Further, depending on the journal and the country in which the field research is conducted, the most important author is either the first, the last, or the designated corresponding author. This will be specified in the dossier.
- c. The third criterion relates to the position in the publication cycle. It is recognized that some presses have longer lag times between submission, peer review, acceptance, and publication than others. Additionally, some forms of dissemination (books, articles, book chapters, and ethnographic visual media i.e. film, video, photography, digital multimedia and exhibition) take longer to produce than others. Therefore, we make the following distinction. For books and book chapters we make a distinction between Advanced Contracts and Formal Contracts. Advanced Contracts are contracts made with a press based on a proposal, table of contents, and one or two chapters. These types of

contracts are not available in all sub-disciplines. Formal Contracts are for manuscripts that are complete and have finished the peer-review process and are awaiting copy editing, formatting, or typesetting only. Works with Formal Contracts are considered in press, works with Advanced Contract are considered equivalent to in preparation. Additionally, we make a distinction between submitted, under revision, and in press for journal articles. Submitted and under revision are considered in preparation while in press are articles that have been through the peer review process and accepted and await only copy editing, type setting and journal schedules. Ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) that have been accepted to juried festivals (ethnographic, etc.) and other juried venues (i.e. competitions, museum exhibitions television showings, selective Internet streaming) but not yet shown are treated similarly to written work that is in press.

- d. The fourth criterion relates to the conduct of fieldwork (broadly defined so as to encompass the diversity of the sub disciplines) and (for some types of research) the award of external funding to the dissemination of results in peer-reviewed venues. Field work and funding are considered indications of the potential of research and creative activities and are highly valued in our field. However, a productive scholar must convert this promise to books, articles, book chapters, ethnographic visual media, and reports for that promise to be realized.
 - e. The final criterion recognizes the logistical constraints and long periods of field work needed to collect anthropological data. As such, it is assumed that publications of candidates will not be evenly spaced. Rather, the nature of anthropological field work results in situations where highly productive candidates may have one or two years in a row with no publications followed by a year with multiple publications or ethnographic visual media. Therefore, we refer to the average number of publications or ethnographic visual media per year with the assumption that some years will have fewer and other years will have more.
3. *Meritorious*: A meritorious research dossier for individuals who publish predominately peer-reviewed journal articles and/or juried ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) averages one publication and/or ethnographic visual media every one and a half years through the tenure probation period. Peer reviewed publications included articles, book chapters, and technical reports (published or in press). At least half of these should be top tiered and in the case of multi-authored publications, at least half should be either first, last or corresponding author (depending on the venue and country of research). For researchers who publish books, one book with a formal contract or published from a respected scholarly press is expected.

Juried ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) include those selected for presentation at festivals (ethnographic, etc.) and other juried venues (i.e. competitions, museum exhibitions

television showings, selective Internet streaming, etc.) by peer review juries. They are considered top tier if they are national in scope and second tier if they are regional. At least half of the juried ethnographic visual media should be at the national level.

Alternatively, a book with an advanced contract combined with a publication record of 4 articles, book chapters, or ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) in top venues is expected.

4. *Excellent*: An excellent research dossier for individuals who publish predominately peer-reviewed journal articles and/or ethnographic visual media averages one or more publications and/or ethnographic visual media in juried festivals (ethnographic, etc.) and other juried venues (i.e. competitions, museum exhibitions television showings, selective Internet streaming, etc.) per year through the tenure probation period. Peer-reviewed publications included articles, book chapters, and technical reports (published or in press). At least half of these should be top tiered and in the case of multi-authored publications, at least half should be either first, last or corresponding author (depending on the venue and country of research).

Juried ethnographic visual media include those selected for presentation at festivals (ethnographic, etc.) and other juried venues (i.e. competitions, museum exhibitions television showings, selective Internet streaming, etc.) by peer review juries. They are considered top tier if they are national in scope and second tier if they are regional. At least half of the juried ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) should be at the national level. These may be supplemented with conference presentations, successful grant proposals, and non-refereed publications and/or ethnographic visual media. At least half of these should be in top-tiered venues.

For researchers who publish predominately books, one book with a formal contract or published from a respected scholarly press as well as 3 or more articles, book chapters, or ethnographic visual media in national or regional venues are expected. These may be supplemented with conference presentations, successful grant proposals, and non-refereed publications and/or ethnographic visual media. When the scholarly/creative work is multi-authored, the candidate should be first, last or corresponding author (depending on the venue and country of research) of at least half of the publications and/or ethnographic visual media.

- B. Teaching. We believe that teaching embraces classroom instruction as well as a range of faculty-student interactions. The department believes that excellent teachers have a profound knowledge of their subject. They continually refresh their teaching by incorporating advances in their fields and from their own research. All members of the department are expected to care for their students as individuals, provide timely feedback to students, and interact with their students in an open-minded, fair and accessible manner. Faculty members are also expected to advise students about their careers.

Within this statement, however, we make a distinction between individuals who are excellent classroom teachers and teaching activities that rise to the level of excellence in the consideration of tenure. Specifically, additional activities, outside the classroom, are required for excellence in teaching (see below). We also understand that excellent

teaching requires faculty to stay current in their field. As such, we do not punish faculty for course releases, as long as they have sufficient number of courses to evaluate.

All faculty will be evaluated using multiple means of evaluation. Minimally, a sample of syllabi and supplemental course materials will be included in the dossier to allow to determine if they make class objectives and deadlines clear, set high standards of excellence and hold students to them. Additionally, observation of faculty in the classroom setting will occur as part of the evaluation. These two sources of information, combined with additional material in the dossier will be used to determine if the candidate rises to the level of meritorious or excellent in the area of teaching the purpose of tenure and promotion to Associate Professor.

1. *Meritorious*. The level of meritorious in teaching is signaled by the following four criteria. 1) The candidate should have evidence of classroom teaching at the undergraduate and graduate level. Evidence of continuing development and improvement of courses should be present. 2) The FCQ data should show evidence of strong teaching. 3) Faculty should have evidence of individual mentoring of graduate students by being the chair or a member of thesis committees. 4) Contribution to the curriculum should be evident through substantial revamping of existing or the creation of new topical courses in the faculty member's area of expertise.
2. *Excellent*. The level of excellence in teaching is signaled by a baseline of four criteria described above and additional activities Per Regent Policy 5.D, "A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting." Impact at the local, national, and/or international level beyond the immediate instructional setting can be demonstrated by activities including but not limited to mentoring of students at other institutions, serving on graduate thesis/dissertation committees for students at other institutions, guest lectures in classes at other institutions, serving on the curriculum committee of professional organizations. Additionally, evidence in at least two of the following areas must be demonstrated:
 - a. The first area centers on individual mentoring of students beyond membership on or chairing of graduate student activities. Individual mentoring can be evident in a number of forms including independent studies, internships, supervising undergraduate honors thesis, mentoring students in their preparation of presentations for professional meetings or publications, taking students into the field, publishing with students, coordinating or running field schools, or integrating students into their research projects.
 - b. The second area centers on the purposeful and intentional improvement of teaching. Purposeful and intentional improvement are demonstrated by the participation in university or college workshops, professional committees on curriculum, implementation of innovative teaching methods including High Impact Practices (HIP), on-line methods of delivery, inclusion of service learning assignments in classes, or active participation in and use of assessment data to improve instruction.

- c. The third area centers on the scholarship of teaching. Evidence of the scholarship of teaching are demonstrated through publications on pedagogy, presentations on teaching at professional workshops and conferences, publication of text books or instructional manuals.
 - d. Supplemental evidence of excellence in teaching may be evident in the recognition through College, University, or Professional teaching awards.
- C. Leadership and Service. Although service will be given less emphasis than scholarship and teaching, and candidates are discouraged from over committing themselves in this area, some service is expected. The department encourages pre-tenure faculty to seek service assignments that will help them as they seek to establish themselves in their field of study and to learn about the culture and priorities of the university.
- 1. *Meritorious*: A candidate with a meritorious leadership and service record might make some contributions to community outreach. These contributions include but are not limited to public talks, department committees (such as search committees or arranging for speakers for colloquium) or professional service appropriate to their field of study. The latter may involve reviewing manuscripts for journals, academic presses or granting agencies.
 - 2. *Excellent*: A candidate with an excellent leadership and service record would make regular and important contributions to department committees (including departmentally sponsored student clubs or advising), and perhaps participate in a college, campus or system-level committees. In addition, faculty with excellent service records make contributions to their field by regularly reviewing manuscripts for journals, sitting on boards or committees of professional groups, organizing or participating in sessions or workshops at national meetings, or by providing service to their community.

V. PROMOTION TO FULL PROFESSOR

The procedure of the Promotion to Full Professor is detailed in Regent Policy 5D, APS 1022, Campus Administrative Policy 1004 and the departmental bylaws. Evaluation will occur in the area of scholarly/creative work, teaching and service/leadership. Regent Rule requires demonstration of “an overall record of excellence” for promotion. The Department of Anthropology defines “an overall record of excellence” as demonstrating the level of excellence in all three areas.

Primary unit review committee for promotion to Professor will consist of all resident faculty of the rank of Professor and, occasionally faculty of the rank of Professor from other Departments as required.

- A. Scholarly/Creative Work. Evaluation for promotion to Full Professor is based on both the research contributions the candidate has made to date in terms of innovative method and theory, as well as the prospect for continued growth and contribution to the field.
 - 1. Evaluation of the dossier takes into consideration a number of different criteria.

- a. The first criterion is the quality and quantity of refereed or juried research. As noted above, this research can take the form of refereed books, journal articles, book chapters, and ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition), as well as the successful award of grants and contracts. Top tiered presses and journals are valued more than regional and second tiered presses and journals. Similarly, top tiered national and international venues for juried ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) are valued more strongly than regional and local venues. Exceptional contributions to the field may be recognized with college, campus or national awards, but because these are relatively few in number in Anthropology, they are not necessary for a successful dossier. Additionally, highly selective national and international granting agencies, foundations and contractors are valued more highly than lower prestige or regional or local contracts. It is expected that there will be a mix of venues evident in the candidate's dossier and dissemination of research and creative activities in top tiered venues may be supplemented with material in lower tiered venues as well as technical reports, conference proceedings, and book reviews.
- b. The second criterion deals with contribution. In some sub-disciplines, sole authorship is the norm while in others, the interdisciplinary nature of the work means that multi-authored works is the norm. When multi-authored work is the norm, independence is demonstrated by the development of research collaboration beyond the candidate's Ph.D. granting institution. Further, depending on the journal and the country in which the field research is conducted, the most important author is either the first, the last, or the designated corresponding author. This will be specified in the dossier.
- c. The third criterion relates to the position in the publication cycle. It is recognized that some presses have longer lag times between submission, peer review, acceptance, and publication than others. Additionally, some forms of dissemination (books, articles, book chapters, and ethnographic visual media [i.e. film, video, photography, digital multimedia and exhibition]) take longer to produce than others. Therefore, we make the following distinction. For books and book chapters we make a distinction between Advanced Contracts and Formal Contracts. Advanced Contracts are contracts made with a press based on a proposal, table of contents, and one or two chapters. These types of contracts are not available in all sub-disciplines. Formal Contracts are for manuscripts that are complete and have finished the peer-review process and are awaiting copy editing, formatting, or typesetting only. Works with Formal Contracts are considered in press, works with Advanced Contract are considered equivalent to in preparation. Additionally, we make a distinction between submitted, under revision, and in press for journal articles. Submitted and under revision are considered in preparation while in press are articles that have been through the peer review process and accepted and await only copy editing, type setting and journal schedules. Ethnographic visual media that

have been accepted to juried festivals (ethnographic, etc.) and other juried venues (i.e. competitions, museum exhibitions television showings, selective Internet streaming, etc.) but not yet shown are treated similarly to written work that is in press.

- d. The fourth criterion relates to the conduct of fieldwork (broadly defined so as to encompass the diversity of the sub disciplines) and (for some types of research) the award of external funding to the dissemination of results in peer-reviewed venues. Field work and funding are considered indications of the potential of research and creative activities and are highly valued in our field. However, a productive scholar must convert this promise to books, articles, book chapters, ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition), and reports for that promise to be realized.
 - e. The final criterion recognizes the logistical constraints and long periods of field work needed to collect anthropological data. As such, it is assumed that publications of candidates will not be evenly spaced. Rather, the nature of anthropological field work results in situations where highly productive candidates may have one or two years in a row with no publications followed by a year with multiple publications or ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition). Therefore, we refer to the average number of publications or ethnographic visual media per year with the assumption that some years will have fewer and other years will have more.
2. *Excellent*: An excellent research dossier for individuals who publish predominately peer-reviewed journal articles and/or ethnographic visual media (i.e. film, video, photography, digital multimedia and exhibition) averages one or more publications (articles, book chapters, technical reports - published or in press) and/or ethnographic visual media in juried festivals (ethnographic, etc.) and other juried venues (i.e. competitions, museum exhibitions television showings, selective Internet streaming, etc.) per year, since the time of tenure. These may be supplemented with conference presentations, successful grant proposals, and non-refereed publications and/or ethnographic visual media. At least half of these should be in top-tiered venues. For researchers who publish predominately books, one book with a formal contract or published from a respected scholarly press as well as 3 or more articles, book chapters, or ethnographic visual media in national or regional venues since tenure are expected. These may be supplemented with conference presentations, successful grant proposals, and non-refereed publications and/or ethnographic visual media. When the scholarly/creative work is multi-authored, the candidate should be first, last or corresponding author (depending on the venue and country of research) of at least half of the publications and/or ethnographic visual media.

- B. Teaching. We believe that teaching embraces classroom instruction as well as a range of faculty-student interactions. The department believes that excellent teachers have a profound knowledge of their subject. They continually refresh their teaching by incorporating advances in their fields and from their own research. All members of the

department are expected to care for their students as individuals, provide timely feedback to students, and interact with their students in an open-minded, fair and accessible manner. Faculty are also expected to advise students about their careers.

Within this statement, however, we make a distinction between individuals who are excellent classroom teachers and teaching activities that rise to the level of excellence in the consideration of full professor. We also understand that excellent teaching requires faculty to stay current in their field. As such, we do not punish faculty for course releases, as long as they have sufficient number of courses to evaluate.

All faculty will be evaluated using multiple means of evaluation. Minimally, a sample of syllabi and supplemental course materials will be included in the dossier to allow determination if they make class objectives and deadlines clear, set high standards of excellence and hold students to them. Additionally, observation of faculty in the classroom setting will occur as part of the evaluation. These two sources of information, combined with additional material in the dossier will be used to determine if the candidate rises to the level of excellent in the area of teaching for the purpose of promotion to Full Professor.

Excellent. The level of excellence in teaching is signaled by a baseline of four criteria tied to classroom teaching as well as additional of activities related to teaching outside the classroom. The criteria tied to classroom teaching are: 1) evidence of classroom teaching at the undergraduate and graduate level with continuing development and improvement of courses; 2) FCQ data showing evidence of strong teaching; 3) evidence of individual mentoring of graduate students by being the chair or a member of thesis committees; and 4) contribution to the curriculum through substantial revamping of existing or the creation of new topical courses in the faculty member's area of expertise. These four activities must be accompanied by activities outside the classroom. Per Regent Policy 5.D, "A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting." Impact at the local, national, and/or international level beyond the immediate instructional setting can be demonstrated by activities including but not limited to mentoring of students at other institutions, serving on graduate thesis/dissertation committees for students at other institutions, guest lectures in classes at other institutions, serving on the curriculum committee of professional organizations. Additionally, evidence in at least two of the following areas must be demonstrated:

- a. The first area centers on individual mentoring of students beyond membership on or chairing of graduate student activities. Individual mentoring can be evident in a number of forms including independent studies, internships, supervising undergraduate honors thesis, mentoring students in their preparation of presentations for professional meetings or publications, taking students into the field, publishing with students, coordinating or running field schools, or integrating students into their research projects.

- b. The second area centers on the purposeful and intentional improvement of teaching. Purposeful and intentional improvement are demonstrated by the participation in university or college workshops, professional committees on curriculum, implementation of innovative teaching methods including High Impact Practices (HIP), on-line methods of delivery, inclusion of service learning assignments in classes, or active participation in and use of assessment data to improve instruction.
 - c. The third area centers on the scholarship of teaching. Evidence of the scholarship of teaching are demonstrated through publications on pedagogy, presentations on teaching at professional workshops and conferences, publication of text books or instructional manuals.
 - d. Supplemental evidence of excellence in teaching may be evident in the recognition through College, University, or Professional teaching awards.
- C. Leadership and Service. Service after tenure should increase above the level seen in the pre-tenure period. Service should be evident at the level of the department, the college/campus and the profession. Service since tenure will be considered for promotion to full professor.
1. *Excellent*: A candidate with an excellent leadership and service record would make regular and important contributions to department committees (including departmentally sponsored student clubs or advising), and participate in college, campus, or system-wide committees. In addition, faculty with excellent service records make contributions to their field by regularly reviewing manuscripts for journals, sitting on boards or committees of professional groups, organizing or participating in sessions or workshops at the national meetings, or by providing service to their community.