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College of Arts and Sciences
LAMAR UNIVERSITY
Anthropology

ANTHROPOLOGY PROGRAM
TENURE AND PROMOTION GUIDELINES

This policy is to establish the criteria of the Anthropology Program in the Department of Sociology, Social Work & Criminal Justice (SSCJ) for tenure and promotion together with the policies and procedures for their application. These guidelines are supplementary to the University (Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty) and College of Arts and Science (COAS) policies governing tenure and promotion.

It is important to underscore that tenure and promotion is awarded based upon sustained, high quality performance in teaching, research, and service, consistent with the mission of Lamar University.

EVALUATION PROCESS

It is the candidate's responsibility to supply appropriate, ample, and well-organized documentation attesting to all aspects of their sustained and high-quality academic activities as well as their professional competence and effectiveness. Candidates must document effective teaching, research, and service. The Department, College, University Personnel committees (DCUPCs**)** base their assessments exclusively on the contents of dossiers (faculty review portfolios), which constitute the only materials available to the committee.

TEACHING

The teaching of each faculty member in the Anthropology program is evaluated based on scholarly preparation, dedication, and a review of teaching materials. Evidence of teaching effectiveness includes classroom performance and other factors such as preparation, syllabi, and other course materials, assignments, staying current in the discipline, student mentoring, and curriculum improvement.

The faculty member should provide evidence of continued growth and development as a teacher. Candidates should demonstrate that their courses are coherently organized and thoughtfully presented, and a commitment to teaching, as evidenced by student engagement and mentoring. Furthermore, candidates should contribute to program support as evidenced by innovation in teaching methods, participation in peer mentoring, curriculum development, and contributions to the department's instructional

programs. Candidates are expected to engage in professional development related to strengthening teaching effectiveness.

Promotion to Associate Professor with Tenure

Excellent teaching of undergraduate and graduate students is expected of tenure-track faculty members. Three criteria will be used to measure teaching quality.

Student Evaluations: Each tenure-track faculty member is expected to obtain excellent teaching evaluations in each of the classes instructed. Faculty should meet or exceed expectations in Students' Rating of Teaching Effectiveness as indicated by the course teaching evaluation score above the university average. Course content, difficulty, level, size, number of courses taught, potential impact of teaching online, student response rates, and faculty characteristics (e.g., race and gender) that may impact ratings will be considered in interpreting student evaluations.

Peer Review: Each tenure-track faculty member will be evaluated on their participation in the peer review process that includes self-assessment of comments and suggestions provided by a peer reviewer assigned to observe and record teaching effectiveness in the classroom or online. This review shall be a collaborative process meant to identify possible strategies to enhance and improve instruction. It is not a review to "grade" or "score" the faculty member's performance, but rather one meant to demonstrate continual efforts at self-improvement in this area.

Chair Evaluation: Each tenure-track faculty member's teaching performance will be evaluated by the Department Chair using the Chair's Evaluation of Teaching Effectiveness rubric (pending upon discussion). The candidate should meet or exceed expectations on the Chair's Evaluation of Teaching Effectiveness.

Specific indicators used to measure meeting expectations to be promoted to Associate Professor may include:

- Develops well organized, comprehensive syllabi for all assigned courses
- Adheres to syllabi
- Teaches appropriate and relevant materials pertaining to subject matter(s) of the course
- Updates/redesigns/substantially improves assigned courses
- Adheres to scheduled class meeting times
- Maintains regular office hours on-campus or virtually and makes themselves available regularly for students.
- Regularly prepares for teaching
- Maintains appropriate professional demeanor in teaching situations
- Maintains high ethical standards
- Uses fair and appropriate grading practices.
- Makes reasonable accommodations for individual students following university policies.
- Adheres to department/college/university timelines, policies, and procedures.
- Submits textbook orders and posts final grades by stated deadlines.

- Meets expectations in students' rating of course teaching evaluation. Course content, difficulty, risk, level, size, number of courses taught, potential impact of teaching online, student response rates, and faculty characteristics (e.g., race and gender) that may impact ratings will be considered in interpreting student evaluations and this expectation.
- Participates in peer-review of teaching process.
- Evaluates and improves own teaching.
- Engages in professional development aimed at improving teaching effectiveness. This can include participation in the following: LU's Teaching and Learning trainings, workshops, seminars, or conferences; LU Digital Education workshops and activities, LU Online workshops and training, and Anthropology symposiums and other teaching-related professional activities.
- Demonstrates program support through pedagogical innovations and/or curriculum development. This can entail the contributions to course and/or program curriculum, participation in collaborative pedological projects, sharing of innovative teaching practices, and the development of department teaching resources.

Supplementary Activities

Teaching quality and development may be further demonstrated through a variety of activities that may include, but are not limited to:

- Developing a new course at the undergraduate or graduate level.
- Serving as academic advisor for undergraduate or graduate research projects.
- Assisting undergraduate or graduate students with presenting at a professional conference.
- Incorporating academic community engagement, and/or other community-based initiatives into course curriculum.
- Incorporating active-learning exercises into course curriculum.
- Supervising honors contract project(s), e.g., McNair honor projects or special research projects with honor students.
- Teaching honors course(s).
- Writing letters of recommendation for current students and alumni.
- Participating in or leading teaching-related workshops or trainings.
- Being nominated for a teaching excellence award.
- Receiving a teaching award.
- Receiving a competitive pedagogy-related grant.
- Off-campus professional development aimed at improving teaching effectiveness.

Promotion to Professor

Excellent teaching of undergraduate and graduate students is expected of faculty members being considered for promotion to Professor. Three criteria are used to measure teaching quality.

Student Evaluations: Each faculty member is expected to obtain excellent teaching evaluations in each of the classes instructed. Faculty should meet or exceed expectations in students' rating of teaching effectiveness as indicated by the course teaching evaluation score at the university average or higher. Course content, difficulty, risk, level, size, number of courses taught, the potential impact of teaching online, student response rates, and faculty characteristics (e.g., race and gender) that may impact ratings will be considered in interpreting student evaluations and this expectation.

Peer Review: Each faculty member will be evaluated on their participation and self-assessment of comments and suggestions provided by a peer-reviewer assigned to observe and record teaching effectiveness in class, or online. This review shall be a collaborative process meant to identify possible strategies to enhance and improve instruction. It is not a review to "grade" or "score" the faculty member's performance, but rather one meant to demonstrate continual efforts at self-improvement in this area.

Chair Evaluation: Each faculty member's teaching performance will be evaluated by the Department Chair using the Chair's Evaluation of Teaching Effectiveness rubric (pending upon discussion). The candidate should meet or exceed expectations on the Chair's Evaluation of Teaching Effectiveness.

In addition to the expectations listed for promotion to Associate Professor with tenure, faculty members seeking promotion to Professor are expected to demonstrate leadership in teaching and program support. Leadership in teaching and program support may include but is not limited to:

- Leading and/or organizing teaching-related workshops or trainings.
- Being nominated for a teaching excellence award.
- Receiving a teaching award outside the department.
- Receiving a competitive pedagogy-related grant.
- Mentoring faculty members.
- Teaching a study-abroad course.
- Serving on college, university, and/or professional committees on teaching and curriculum.
- Leading collaborative pedological projects and/or the development of department teaching resources.
- Leading a field-school (such as in archaeological, ethnographic, or forensic research)

Artifacts

Candidates must provide supporting documents to demonstrate teaching effectiveness appropriate to rank, which includes but is not limited to:

- Teaching evaluations
- Peer evaluation of teaching letters
- Unsolicited feedback from students (ex. emails or other correspondence related to teaching effectiveness)

- Evidence of student mentoring (ex. honor's contracts, student conference presentations, graduate committee membership/chair/co-chair, letters of recommendation)
- Documentation of other achievements relevant to teaching, such as nominations for teaching awards, completion certificates for professional development courses related to teaching, grants received for teaching innovations or curriculum development.
- Artifacts attesting to program support. This may include documentation related to curriculum development, teaching resources, pedological innovations, and peer mentoring.
- Artifacts documenting professional development. This can include certificates of completion as well as documentation of pedagogical and/or curriculum innovations resulting from professional development activities.

SCHOLARSHIP AND RESEARCH

Sustained scholarly accomplishment is expected of all tenured and tenure track faculty and may take the form of peer-reviewed research/publications or other scholarly work such as community-engaged or applied research. Evidence of research effectiveness entails an organized intellectual agenda subjected to peer review, publicly disseminated, and sustained.

Generally, the types of peer-reviewed research/publications that will be used for assessment include refereed journal articles, books, book chapters, and grants. Community-engaged scholarship and applied research that the department values and recognizes include a diverse array of outputs defined in the "Community-Engaged Scholarship/Applied Research" section (see below). In assessing the candidate's scholarship and research performance, the department will consider the quantity, quality, and sustained character of the scholarship.

The department recognizes that both collaborative and multi-disciplinary work are common in anthropology. The department encourages faculty to engage in such work, and the candidate's contribution in this work will be evaluated as part of the tenure and promotion process. Assessment of multi-disciplinary work will consider the attention given to the anthropological dimensions of the work.

Promotion to Associate Professor with Tenure

A candidate for promotion to Associate Professor with tenure must demonstrate sufficient quantity and growth in the quality of original, significant, peer-reviewed, publicly disseminated, recognized, and sustained scholarship. Growth in the quality of scholarship can be demonstrated through increasing quality in any of these components (e.g., journal impact factor, authorship, grantsmanship, publication with students, scholarly reputation, etc.).

The normal expectation for research to be tenured and promoted to the level of Associate Professor is three (3) or more peer-reviewed journal articles (or the equivalent scholarly artifacts) for a candidate coming up for consideration in the sixth year. Candidates must be aware that there is no one quantitative measure that determines a decision on tenure and promotion.

In evaluating research performance, quality, originality, and significance are all factored into the decision. Candidates must demonstrate engagement in scholarly activity throughout the probationary period. We recognize that there are many ways to demonstrate scholarly contributions, and therefore candidates are expected to develop a narrative to address the quality and impacts of their research (see below sections of "Quality of Scholarship" and "Equivalent Artifacts" for reference).

Promotion to Professor

A candidate for promotion to Professor must demonstrate sufficient quantity and quality of original, significant, peer-reviewed, publicly disseminated, recognized, and sustained scholarship. A candidate needs to have a robust record on research scholarship, include records of leadership scholarship and sustained research, to meet the expectations for promotion to Professor (see below sections of "Leadership of Scholarship" and "Sustained Scholarship" for reference). The candidate's research record, after becoming an Associate Professor, should demonstrate leadership in scholarly activities and have produced four (4) or more peer-reviewed journal articles (or any components of peer-reviewed research/publication, grantsmanship, book, book chapter, or other equivalent scholarly works).

<u>Equivalent Artifacts</u>

In assessing scholarship, the DCUPCs takes the following equivalent artifacts into account:

- Published books (sole author, lead author, coauthor).
- Edited books (sole author, lead author, coauthor).
- Book chapters in edited volumes.
- Funded external research grants.
- External research grant submission but not funded (with evidence of majority positive reviews).
- Funded internal competition research grants.
- Community-engaged scholarship (see below "Community-Engaged Scholarship" for reference)
- Pedagogical textbooks (sole author, lead author, coauthor) with a demonstrable influence on the discipline.
- Foreign publications (e.g. peer-reviewed article, book, or book chapter) in foreign language. A letter or evaluation in English should be attached.
- Published peer-reviewed technical reports or conference proceedings.

Quality of Scholarship

In assessing the quality of scholarship, the DCUPCs take the following into account:

- Sole author book carries more weight than lead author, followed by the coauthor book. The similar consideration applies to edited book, journal article, and other publications.
- Edited books tend to carry more weight than journal articles depending on the content and volume of the editing works.
- Publication requiring primary data collection carries more weight.
- Any evidence of scholarly impact on the discipline should carry more weight (e.g. citation counts, journal impact rating, acceptance rates, audience base, reputation of editor, media coverage, award, or professional recognitions).
- The external competition research grant carries more weight than community or agency grant.
- Any evidence of the scope and amount of grantsmanship should carry more weight (e.g. collaboration across disciplines, involved areas, length of time period, the amount funded)
- External research grant submission but not funded (with evidence of majority positive reviews) carries less weight than funded project.
- In general, external grants carry more weight than internal grants. Non-research grants carry less weight than research grants.
- An article, book, or book chapter that is conditionally accepted or "in press" is given as much weight as one that is published.
- Book reviews and conference presentations do not count as publications towards tenure and promotion but do count as a valuable indicator of sustained intellectual activity.
- Published peer-reviewed technical reports and conference proceedings carry less weight than journal articles.
- Foreign scholarly works in foreign language should apply the same evaluation standard. A letter or evaluation in English to support the quality of foreign-language publications should be attached.
- An article, book, or book chapter that is "under review" or at the stage of "revise and resubmit," it counts merely as evidence of work in progress.

Leadership in Scholarship

Leadership in scholarship may be demonstrated by recognition of contributions to the field. This recognition may take a variety of forms, including but not limited to the following:

- Invited speaker
- Edited volumes
- Awards
- Lead roles in research groups
- Editor positions
- Panel or conference organizer
- Mentorship of student research
- PI on grants funding with multiple researchers

- Lead authorship in publication
- Publicly acknowledged as an expert in the field by a reputable, relevant academic organization

Sustained Scholarship

Candidates must demonstrate active engagement in scholarly activity throughout the evaluation period. As a general rule, this entails clear evidence of engagement in the research process during each year of evaluation. Factors that indicate sustained research effort can include the following:

- Proposal development
- Data collection
- Data management and analyses
- Grant submissions (both funded and not funded)
- Manuscript submission
- Manuscript publication (e.g. book reviews or critiques, encyclopedia entries, newsletter, research notes, community reports)
- Conference presentations

Community-Engaged Scholarship/Applied Research

The community-engaged research often shares many similar features to the applied anthropological research, so we would apply similar standards that we would apply to applied anthropological research. The community-engaged scholarship should be grounded in a body of anthropological literature, upholds rigorous methodological standards to collaborate with community stakeholders on creation of applied solutions to public issues.

Evaluation of community-engaged scholarship and applied research will be based upon review of research outcomes/products and impacts, which may include (but are not limited to):

- Level of faculty's involvement in the project: Roles and responsibilities, and the amount of time and effort involved
- Research reports completed for, and used by, non-academic organizations
- Evaluation research instruments and outcomes
- Type of funding source: local, state and federal agencies, or private foundations
- Total amount of funding
- Transcripts of public testimony at government policy hearings
- Visual media substantially utilizing a candidate's research
- Number of people educated or served by the project
- Recognition by local, state, and/or national media outlets
- Technical reports of projects
- Other evidence of impact of the candidate's community-engaged scholarship activity (e.g., documentation that a report was used to expand an organization's services to more clients or community members or evidence that a report improved the quality of life in a

specific community. In the cases of participatory research, non-academic participants should be invited to provide input as to the effectiveness of the candidate's contributions to their organization or community; these documents should be as detailed and precise as possible in communicating the quantitative and qualitative indicators of research impact.)

SERVICE

Service includes service to students, colleagues, Department, College, and the University; administrative and committee service; and unpaid service beyond the University to the profession, locally, regionally, nationally, and internationally, including academic or professionally related public service to the community. Evidence of effectiveness in service entails active participation in service and contribution to organizational goals. In evaluating service, both the quality and quantity of activities and contributions will be considered.

Service to the institution involves activities that help generate new, or sustain, build, and/or promote existing, academic endeavors. Some activities may appear to align with both teaching and service, or research and service in the dossier. In these instances, it is imperative that the faculty member justifies what makes the most sense for the individual dossier.

Promotion to Associate Professor with Tenure

A candidate for promotion to Associate Professor with tenure must contribute to the operation and goals of the department and, as appropriate, the college and university. They are to meet expectations in their service activities at the Department, College, and/or University levels, in professional associations at regional, state, and/or national levels. Service expectations for promotion to associate professor include the following:

- Attendance at department events and meetings
- Serving as a committee member on department committees
- Attendance at the COAS and university events and activities (e.g. college and university commencements).
- Engagement with professional communities and/or organizations.

While not required, the department values additional service activity at the college, university, and community level, and such activity will be considered in promotion to Associate Professor with tenure.

Promotion to Professor

A candidate for promotion to Professor must demonstrate leadership in accomplishing the goals of the department, college, and university. They are to meet expectations and demonstrate leadership in their service activities at the Department, College, and/or

University levels, in professional associations at regional, state, and/or national levels. In addition to the requirements for promotion to the Associate Professor, expectations, and leadership in service for promotion to Professor include the following:

- Chairing department committees and/or serving as a program director
- Serving on the COAS Committees
- Organize college or university-level events
- Active participation in university service
- Active participation in professional service, including editorial activity, and/or elected or appointed positions in professional associations.

Although not required, the department highly values and encourages community service. Community service will be considered in promotion to Professor with tenure.

Service Categories

Sustained service is expected of all tenured and tenure-track faculty. There are three categories of faculty service: Institution, Academy, and Community. Examples of service include, but are not limited to:

<u>Institution/Department</u>

- Attends faculty meetings
- Attend department events
- Organize department events
- Member of standing committee
- Member of ad-hoc committee
- Chair of standing committee
- Chair of ad-hoc committee
- Advisor for student organization/club
- Peer teaching evaluator.
- Department officer: Chair, Vice-Chair, Director of Graduate Studies, Director of Undergraduate Studies, etc.
- Represents department at college and/or university special event
- Student recruitment/mentoring
- McNair Scholars Advisor
- Professional Development
- Other

<u>Institution/College</u>

- Organize college events
- Member of standing committee
- Member of ad-hoc committee
- Chair of standing committee
- Chair of ad-hoc committee
- Faculty Senate member

- Thesis/Dissertation member to other COAS Departments
- McNair Scholars Advisor to other COAS Departments
- Other

Institution/University

- Attends graduation
- Attends other university events.
- Organize university events
- Advisor for student organization/club
- Member of standing committee
- Member of ad-hoc committee
- Chair of standing committee
- Chair of ad-hoc committee
- Chair of Faculty Senate
- Thesis/Dissertation member to other colleges
- McNair Scholars Advisor to other colleges
- Service awards
- Other

Academy (regional, national, international)

- Member of professional organization
- Member of professional organization committee
- Chair of professional organization committee
- Appointed officer in professional organization
- Elected officer in professional organization
- Member of editorial board of professional journal
- Editor of professional journal
- Editor/co-editor for special issue of a professional journal
- Journal paper reviewer
- Book proposal reviewer
- Grant reviewer
- Grant review panel member
- Grant review panel Chair
- Thesis/Dissertation member to other universities
- Profession conference activities: program committee chair/member, local arrangements committee chair/member
- Professional conference session organizer, chair, discussant, and/or moderator
- Organizing workshops/panels to think tanks and other academic organizations like the US National Academy of Sciences
- Participating in workshops/panels organized by think tanks and other academic organizations like the US National Academy of Sciences
- Other

Community

- Presentation to community social service/social advocacy group
- Unpaid consultation/public service
- Member of social service/social advocacy group
- Board member social service/social advocacy group
- Officer/Chair of social service/social advocacy group
- Service awards/recognition
- Faculty-community collaboration for scholarly research
- Faculty-community projects for leadership, economic, and/or service development
- Interviews with or research quoted by local, national, or international media outlets
- Other

Artifacts

Candidates must provide artifacts attesting to service. This can include documentation related to department, college, university, professional, and community service.

PRIOR SERVICE CREDIT

A faculty member may have up to three years of prior service from a tenure-track/tenured position at another university counted toward fulfillment of the required probationary period for tenure and promotion. The amount of prior service to be counted is to be decided prior to the faculty member starting their position at LU, and the agreement will be included in their offer letter and initial contract. Prior service will be evaluated using the Anthropology Program's standards of performance.