

Department of Anthropology

Criteria for Faculty Tenure and Promotion to Associate Professor

Central to the social justice mission of the Department of Anthropology is the production and dissemination of knowledge by its faculty as they engage in high-quality research and teaching as well as service to the academic and larger communities. The processes of promotion and tenure are two of the most important procedures through which we recognize and reinforce these values.

To be granted tenure and be promoted to the rank of Associate Professor, a faculty member has to demonstrate that they meet or exceed all criteria in the areas of research and publication, teaching, and university and public service. Superior performance in one area does not lessen the expectations for performance in another.

Research

Cases for promotion to Associate Professor with tenure require evidence of the solid productivity, quality, originality, scholarly reputation, visibility and impact of the faculty member's research. In evaluating the candidate's research record as assistant professor, attention will be given to the quality and quantity of published research. At the core of the pathway to Associate Professor with tenure will be a research-based book and/or research articles as detailed in the following:

In some cases, a book published through a major press in their sub-discipline (e.g., linguistics, archaeology, Biological Anthropology or Cultural Anthropology) or to anthropology in general (e.g., some major presses include University of California Press, Blackwell, or Cambridge University press) will be essential for promotion. That a candidate will produce a book for promotion, and what major press is appropriate for the book, will be decided relatively early on the pathway to Associate Professor by the candidate.

In addition to the book, peer-reviewed articles should be produced. The number of such articles will vary depending on the research, the degree of journal publication selectivity, and the citations attributed to the work. Quality is the most important element of a sustained publication portfolio. Some public-focused articles can be used but a justification must be provided for each non-academic article that is being used.

In some cases, a book will not be expected for promotion. Instead, the candidate will focus on producing academic research articles and chapters in addition to other writings, such as essays for public or other non-academic readerships.

Beyond the book and/or research articles, the department will take into account diverse forms of scholarship and scholarly activity, including original research and collaborative work designed to bring anthropological knowledge to broad public audiences. The weight given to such work will vary depending upon the amount and quality of original research of this kind, the degree of peer review before or after it reaches the public, the size and importance of the audience, professional recognition for the work, and the work's impact. Such work should clearly relate to the candidate's long term research strategy and goals and fit solidly within their AU research trajectory. The following will also be accorded significance and weight in the department for those candidates seeking Full Professor.

A candidate's research records should reflect a clear and developed research agenda.

A candidate's research record should demonstrate independent intellectual contributions. Collaborative publications are valued no less than individual ones so long as there is evidence of the

candidate's individual intellectual contribution to the work. Collaborations in which the candidate is less than an equal contributor are less valued.

A candidate's demonstrable success at winning competitive externally-funded research awards are a form of evidence of the quality of the candidate's research.

The Department will also take into account the following in assessing the quality and nature of a candidate's research record:

- Evidence of the quality, influence, and ranking of the journals that have published the individual's work, including, if possible, the acceptance rates of the journals, impact factors, and other evidence of scholarly quality and influence.
- The reputation and quality of the press that publishes a book based on that press's reputation, its strength in publishing in the candidate's research area, and/or, evidence of that press's impact.
- The assessments of the candidate's scholarship by leading scholars in the candidate's field, as provided primarily but not necessarily exclusively in external promotion review letters.
- Evidence of the impact of the candidate's research as measured, for example, by citations in the work of other scholars. Published reviews of the candidate's book(s) will also be considered as indicators of impact.
- Forms of scholarship, including original research and collaborative work designed to bring anthropological knowledge to broad public audiences (The weight given to such work will vary depending upon the amount and quality of original research of this kind, the degree of peer review before or after it reaches the public, the size and importance of the audience, professional recognition for the work, and the work's impact).
- Other significant contributions to scholarship and to the public, such as compilation of data or provision of other public research goods (e.g., op-ed pieces in popular media outlets, public lectures for non-academic audiences, direct work with the public aspects of museums [e.g., displays] and similar venues, and significant contributions to publicly accessible films). Also, professional conference papers and presentations, the production of and contribution to technical reports on research, book reviews, giving expert testimony in courts and similar contexts, scholarly consulting, and other efforts related to one's research and scholarly reputation will be considered and accorded weight.
- Success at winning professional awards.

Importantly, work completed as a graduate student will be included in the evaluation of the quantity and quality of a candidate's research. As with evaluating other research, the value and significance of this work will be determined in light of the candidate's independent contributions, its placement, and its relevance to the candidate's research agenda.

Teaching

The Department values effective and high quality instruction and mentoring of its students. Therefore, aspects of a candidate's work at AU that generally fall within the domain of "teaching" will be assessed.

Evaluations of faculty teaching will be based on various aspects of the candidate's record, including: student evaluations, syllabi, history of meeting departmental needs, teaching outside the classroom, and participation in faculty development activities which might include peer observation of teaching. Engagement with students outside the classroom includes service on comprehensive exam and dissertation committees, supervision of independent studies, and other forms of mentoring.

When available, formal student evaluations of a candidate's teaching will be used in assessing their teaching performance, but they will not be the only means to conduct such an assessment. In considering the student evaluation data, the number of respondents, variation in scores, whether the course is required, the size of given classes, the level of a class, and the number of times the candidate has previously taught the course will be taken into account. Formal student evaluations will be looked at in their entirety, not just a select few questions.

Because of the potential for the difficulty of the course negatively impacting student evaluations, the level of difficulty of the courses taught will be taken into account.

Consistently high teaching evaluations as well as improvements in teaching evaluations over time will be valued.

Junior faculty members may opt to have a senior professor observe him/her teaching classes so that the senior professor can provide a written assessment of the junior professor's teaching.

This written report will be included in the junior faculty member's file and can be used to assist in the review promotion process.

Candidates will include in their Action Files 3-5 syllabi that represent their teaching areas and foci during their time at AU. These syllabi will be used to evaluate the quality of teaching by the faculty members.

Candidates should demonstrate an ability and willingness to teach courses of varying sizes, at different levels (introductory, upper division undergraduate, and graduate), and in various special programs (General Education, University College, and Honors) depending upon the needs of the Department.

The Department of Anthropology values and expects faculty to pursue opportunities in teaching beyond the confines of the classroom. Candidates will demonstrate solid non-classroom teaching efforts in the forms of, for example, supervision of senior theses, serving as a capstone advisor, serving on Ph.D. dissertation committees, and advising Master's research projects, Significant Research Projects (our non-thesis option), and independent studies.

Service

Every member of the faculty at American University is expected to perform service. Active faculty involvement in the life of the department, school, and university is essential for effective faculty governance and is a responsibility of every member of the faculty. Service outside the university, to the discipline of anthropology and its several sub-disciplines, the scholarly profession and the broader community, is also valued.

The department expects some service of junior faculty but recognizes that research and teaching should be the priorities of tenure-track Assistant Professor colleagues.

A record of service may include the following:

Service to the department. This may include administrative appointments and membership on departmental committees. Evaluation should take into account the time burden on individual faculty members.

Service to the School and the University. This may include election to or service on school or university-level deliberative bodies or committees. This may also include other service that benefits the faculty or the student body as a whole.

Service to the profession. This may include service on professional committees, conference committees, peer review activities for journals, presses and granting bodies, and editorial duties.

Service to the community. This may include public service, public lectures, expert testimony before government committees or courts of law, participation in public fora, and, media appearances and similar activities.

Department of Anthropology

Criteria for Faculty Promotion to Full Professor

Central to the social justice mission of the Department of Anthropology is the production and dissemination of knowledge by its faculty as they engage in high-quality research and teaching as well as service to the academic and larger communities during their post-tenure period. The process of promotion to Full Professor is the most important procedure through which we recognize and reinforce these values.

To be granted the rank of Full Professor, a faculty member has to demonstrate that they meet or exceed all criteria established by the Department in the areas of research and publication, teaching, and university and public service. Superior performance in one area does not lessen the expectations for performance in another.

Research

Cases for promotion to Full Professor require evidence of the continued productivity, quality, originality, scholarly reputation, visibility and impact of the faculty member's research. In evaluating the candidate's research record as associate professor, attention will be given to the quality and quantity of published research. At the core of the Pathway to Full Professor will be a second book and/or research articles as detailed in the following:

In most cases, a second book published through a major press in their sub-discipline (e.g., linguistics, archaeology, Biological Anthropology or Cultural Anthropology) or to anthropology in general (e.g., some major presses include University of California Press, Blackwell, or Cambridge University press) will be essential for promotion. Second books that are published through non-academic presses must be justified as to how they are an adequate substitute for an academic press.

In addition to the second book, peer-reviewed articles should be produced. Some public-focused articles can be used but a justification must be provided for each non-academic article that is being used.

In select cases, a second book will not be expected for promotion. Instead, the candidate will focus on producing academic research articles and chapters in addition to other writings, such as essays for public or other non-academic readerships.

Beyond the second book and/or research articles, the department will take into account diverse forms of scholarship and scholarly activity, including original research and collaborative work designed to bring anthropological knowledge to broad public audiences. The weight given to such work will vary depending upon the amount and quality of original research of this kind, the degree of peer review before or after it reaches the public, the size and importance of the audience, professional recognition for the work, and the work's impact. Such work should clearly relate to the candidate's long term research strategy and goals and fit solidly within their AU research trajectory. The following will also be accorded significance and weight in the department for those candidates seeking Full Professor.

A candidate's research records should reflect a clear and developed research agenda.

A candidate's research record should demonstrate independent intellectual contributions. Collaborative publications are valued no less than individual ones so long as there is evidence of the candidate's

individual intellectual contribution to the work. Collaborations in which the candidate is less than an equal contributor are less valued.

A candidate's demonstrable success at winning competitive externally-funded research awards are a form of evidence of the quality of the candidate's research. Such awards will be considered of value independent of the research publications that result from them.

The Department will also take into account the following in assessing the quality of a candidate's research record:

evidence of the quality, influence, and ranking of the journals that have published the individual's work, including, if possible, the acceptance rates of the journals, impact factors, and other evidence of scholarly quality and influence.

the reputation and quality of the press that publishes a book based on that press's reputation, its strength in publishing in the candidate's research area, and/or, evidence of that press's impact.

the assessments of the candidate's scholarship by leading scholars in the candidate's field, as provided primarily but not necessarily exclusively in external promotion review letters.

evidence of the impact of the candidate's research as measured, for example, by citations in the work of other scholars. Published reviews of the candidate's book(s) will also be considered as indicators of impact.

other significant contributions to scholarship and to the public, such as compilation of data or provision of other public research goods (e.g., op-ed pieces in popular media outlets, public lectures for non-academic audiences, direct work with the public aspects of museums [e.g., displays] and similar venues, and significant contributions to publicly accessible films). Also, professional conference papers and presentations, the production of and contribution to technical reports on research, book reviews, giving expert testimony in courts and similar contexts, scholarly consulting, and other efforts related to one's research and scholarly reputation will be considered and accorded weight.

success at winning professional awards.

Teaching

American University and the Department value effective and high quality instruction of undergraduate and graduate students.

Teaching assessments will be based on various aspects of the candidate's record, including: student evaluations, syllabi, in-class teaching observation, history of flexibility in helping meet departmental needs, teaching and engagement outside the classroom, and/or participation in faculty development activities. Engagement with students outside the classroom includes service on comprehensive exam and dissertation committees, supervision of independent studies, and other forms of mentoring.

When available, formal student evaluations of teaching will be used in assessing a candidate's teaching performance, but they will not be the only means to conduct such an assessment. In considering student evaluation data, evaluators will take into account the number of respondents, variation in scores, whether the course is required, and the number of times the candidate has previously taught

the course. The Department will also take into account research showing systematic bias against women and faculty of color in student evaluation tools nationwide.

Formal student evaluations should be looked at in their entirety, not just on a select few questions. Because the difficulty of courses can negatively impact student evaluations, reviews must take into account the level of difficulty of the courses taught. Evaluation of teaching should also consider the size of the classes and the level of the classes. Consistently high teaching evaluations as well as improvements in teaching evaluations over time will be valued.

Candidates are required to provide 3-5 syllabi that represent their teaching areas and foci during their entire time at AU. These syllabi will be used to evaluate the quality of teaching by candidates.

Candidates should demonstrate an ability and willingness to teach courses of varying sizes, at different levels (introductory, upper division undergraduate, and graduate), and in various special programs (General Education, University College, and Honors) depending upon the needs of the Department.

Candidates must demonstrate a trajectory of graduate advising and mentoring. Evidence of this work will include supervision/chairing of MA theses and doctoral dissertations, being advisor of record for graduate students, serving as a member of MA thesis and Ph.D. dissertation committees, acting as main or second reader on MA Significant Research Projects (our thesis alternative), and other substantial mentoring engagements with graduate students (e.g., co-authoring conference papers).

In cases where graduate mentoring and advising is limited in scope (e.g., relatively low numbers of advisees relative to other associate-level colleagues in the department), candidates are expected to have offset the impact by working on the Graduate Committee or other significant graduate-related and regularly active group or program.

Service

Every member of the faculty at American University is expected to perform service. Active faculty involvement in the life of the department, school, and university is essential for effective faculty governance and is a responsibility of every member of the faculty. Service outside the university, to the discipline of anthropology and its sub-disciplines, the scholarly profession and the broader public, is also valued.

The department expects a significant increase in faculty service during their period at the Associate Professor rank.

A record of increased service may include efforts in the following areas:

Service to the department. This may include administrative appointments and membership on departmental committees. Evaluation should take into account the time burden on individual faculty members.

Service to the School and the University. This may include election to or service on school or university-level deliberative bodies or committees. This may also include other service that benefits the faculty or the student body as a whole.

Service to the profession. This may include service on professional committees, conference committees, editorial duties, and peer review activities for journals, presses, and

granting bodies.

Service to the community. This may include public service, public lectures, expert testimony before government committees or courts of law, collaborations with nonprofit and/or grassroots organizations, participation in significant public fora, media appearances, and similar activities.