

## **Department of Anthropology Criteria for the Evaluation of Candidates for Lecturer Range Elevation**

The Department expects that lecturer candidates being reviewed for range elevation will be responsible for presenting to the Department Chair evidence that will demonstrate that the candidate has satisfied the evaluation criteria to a degree sufficient to sustain a positive recommendation.

The Department houses three distinct programs: an undergraduate 4-field anthropology program (with a major and minor), a graduate MA in cultural resources management, and an interdisciplinary BA program in human development focusing on change across the life course. The anthropology programs espouse a traditional four-field approach to anthropology: archaeology, sociocultural anthropology, biological anthropology, and linguistic anthropology. Furthermore, a commitment to applied scholarship and pedagogy, as modes of engagement, is also an aspect of these disciplines that this department values and cultivates, and provides a bridge between the anthropology and human development programs. Inevitably, these multi-field and multidisciplinary approaches will result in the department having faculty members who differ from one another in their strengths and interests in the fields of anthropology and human development. However, one consequence of such faculty diversity is that applying simplistic and uniform evaluation criteria may underestimate the talents and achievements of individual faculty members. Therefore, the Department has drawn up this policy statement regarding evaluation criteria to provide guidance both at the departmental level as well as at review levels elsewhere in the University. This policy statement is also consistent with the University-wide RTP policy of July 2008 and the departmental RTP policy of January 2018.

Consistent with the priorities outlined in the University policy on range elevations for lecturers, the Department evaluates candidates on their professional growth and development (appropriate to their work assignment and the mission of the University) during the period under evaluation. Candidates are expected to demonstrate professional growth and development in at least two of the following four areas: teaching effectiveness; scholarship research, and professional activities; university service; community service. The quality of performance in the activities listed below for each area is the primary consideration when evaluating the candidate's professional growth and development. Candidates should consult with the Department Chair to identify activities appropriate to their discipline.

### **Teaching effectiveness**

The department evaluates teaching effectiveness by considering the candidate's application materials, peer (faculty) observations and evaluations, and qualitative and quantitative responses from student feedback and evaluations (SETEs). Professional growth and development with regard to teaching effectiveness will be evaluated based on evidence of the following activities or others appropriate to the candidate's discipline:

- activities enhancing the effective teaching of the discipline
- collaborative teaching
- creative activities in support of effective teaching
- research and/or creative activity in discipline related pedagogy
- thesis research and supervision

### **Scholarship, research and professional activities**

The Department expects that all of its faculty maintain an active agenda of scholarship, research and professional development. Professional growth and development with regard to research, scholarship, and professional activities will be evaluated based on evidence in the candidate's application materials of the following activities or others appropriate to the candidate's discipline:

- active participation at professional meetings and conferences
- leadership and active participation in service activities of professional associations
- external fundraising and resource development related to the mission of the university
- grant proposals to conduct research in the discipline, to support pedagogy, or to further the mission of the University
- increased mastery of the discipline evidenced by additional relevant education or an additional degree
- involvement of students in the research and creative processes
- publications, exhibitions, and/or performances in the discipline that advance knowledge

### **University service**

The Department expects its entire faculty to be active in the life of the university. This may include activity at the level of the department, the school, and/or the university. Professional growth and development with regard to university service will be evaluated based on evidence in the candidate's application materials of the following activities or others appropriate to the candidate's discipline:

- curriculum and program development
- development of standards and/or outcomes assessment
- recruitment and retention of students
- contributions to improving the campus climate, e.g., the promotion of mutual respect and acceptance of diversity in all its forms
- mentoring of colleagues
- leadership and special contributions to the basic instructional mission of the university
- leadership in faculty governance and campus life at the department, college, university, or CSU system level

### **Community service**

The Department expects its entire faculty to be active in the lives of their communities. While all community service is commendable, faculty are particularly urged to engage in activities that permit them to interact in the life of the community as scholars and professors. Professional growth and development with regard to university service will be evaluated based on evidence in the candidate's application materials of the following activities or others appropriate to the candidate's discipline:

- collaborative research and creative activity involving the campus and the community
- professional contributions to the community, including professional efforts which bring the community and the campus together