

## **Department of Anthropology Criteria for the Evaluation of Candidates for Reappointment, Tenure, and Promotion**

*Revision approved unanimously: 1/23/2018*

The Department expects that candidates being reviewed for reappointment, tenure or promotion will be responsible for presenting to the departmental Reappointment, Tenure, and Promotion (RTP) Committee evidence that will demonstrate that the candidate has satisfied the university 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 or 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 retention, tenure, and promotion criteria may underestimate the talents and achievements of individual faculty members. Therefore, the Department has drawn up this policy statement regarding evaluative criteria to provide guidance both at the departmental level as well as at RTP review levels elsewhere in the University. This policy statement is also consistent with the University-wide RTP policy of July 2008.

In order of priority, and consistent with the priorities outlined in the University, the Department evaluates candidates on four primary areas: teaching, scholarship, university and professional service, and community service. The Department endorses activities undertaken by its faculty that can be used to meet multiple RTP criteria; e.g., an activity might meet criteria for both scholarship and teaching effectiveness. It is expected that the individual candidate who contends that this is the case will have made this explicit in their Self-Assessment of Teaching and Professional Activities.

Candidates in their first year at SSU are expected to meet with a representative of the departmental RTP Committee to establish together a plan that will identify appropriate goals and objectives specific to the candidate's roles within the department that will meet the departmental and university-level RTP criteria in all four main areas identified below. These goals and objectives will be revisited in each review cycle, and in consultation with the candidate, modified where deemed appropriate.

### **Teaching effectiveness**

The departmental RTP committee evaluates teaching effectiveness by considering the candidate's Self-Assessment of Teaching and Professional Activities, peer (faculty) observations and evaluations, and qualitative and quantitative responses from student feedback and evaluations (SETEs).

Because student evaluations, particularly quantitative evaluations, can be affected by many factors other than teaching effectiveness, the department gives significant weight to qualitative evaluations (especially departmental and university surveys administered as part of SETEs), particularly if they are supported by peer observations. Peer evaluators are expected to evaluate and to report on the appropriateness of the teaching strategies and course materials and the clarity with which the course goals are specified. In the Self-Assessment of Teaching and Professional Activities, the candidate is expected to address how they meet each of the criteria for evaluation of teaching effectiveness in the University Reappointment, Tenure, and Promotion Policy (II.B.1.).

Candidates in their first year at Sonoma State are expected to provide a plan in their Self-Assessment of Teaching and Professional Activities to address any developmental suggestions noted in the peer evaluations or in student feedback. It is expected that these candidates devote a significant part of their effort to establishing themselves as effective teachers. Evidence of effective teaching is essential to subsequent positive recommendations.

Probationary candidates in their second and following years are expected to state clearly in their Self-Assessment the extent to which they have been able to address any developmental suggestions. These evaluations should particularly address any recommendations made in prior evaluation documents by any RTP committees at any level. The departmental RTP evaluation document completed in the year prior to the year of an anticipated tenure recommendation will be clear in identifying any deficiencies that would be an impediment to a positive recommendation for tenure.

Candidates for tenure and promotion are expected to have demonstrated a consistent pattern of teaching effectiveness with no remaining areas of deficiency.

#### **Scholarship, research and creative achievements**

The Department expects that all of its faculty maintain an active agenda of scholarship, research and professional development.

For candidates for reappointment, tenure, and promotion, the departmental RTP committee evaluates scholarship, research and creative achievements by considering the candidate's Self-Assessment of Teaching and Professional Activities, the candidate's *curriculum vitae*, and other evidence that the candidate submits to document the candidate's scholarship, research and professional development.

It is expected that the candidate's Self-Assessment of Teaching and Professional Activities describe the candidate's plan for scholarship, research and professional development. Each succeeding Self-Assessment should include a consideration of the status of the elements described in previous Self-Assessments and consider any necessary revisions of the plan.

Candidates in their first year at Sonoma State are expected to prepare a plan for scholarship and research that will result in a completed product that has been presented in a venue where it is capable of being evaluated by academic peers who are not a part of the Sonoma faculty.

Probationary candidates in their second and following years are expected to demonstrate appropriate progress in achieving their scholarship and research goals. The departmental RTP

evaluation document completed in the year prior to the year of an anticipated tenure recommendation will be clear in identifying what not completed components of the scholarship and research plan would be an impediment to a positive recommendation for tenure.

Candidates for tenure and promotion are expected to have demonstrated a significant dedication to scholarship and research and active engagement with peers in their field of study.

### **University service**

The Department expects its entire faculty to be active in the life of the university.

For candidates for reappointment, tenure, and promotion, the departmental RTP committee evaluates University Service by reviewing and evaluating the nature of the service.

Candidates in their first year at Sonoma State should devote the greatest amount of attention to the RTP review areas of Teaching Effectiveness and Scholarship, Research, and Creative Achievements. University Service appropriate to first-year faculty includes primarily department level activities.

Probationary candidates in their second and following years should broaden the scope of their service to include activities at the school and university level.

Candidates for tenure and promotion are expected to have demonstrated a regular commitment to being active in the life of the university.

### **Community service**

A public university has a responsibility to be engaged with the community, and an anthropology department that cultivates appreciation for applied scholarship and pedagogy has a particularly strong obligation for community engagement. 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, anthropologists, and professors.

### **Expectations for promotions**

In general, the departmental expectations for promotion from associate to full professor are continued participation and professional performance in all categories identified above. Candidates for full professorship are also encouraged and expected to take on committee and other duties that are restricted to or normally assigned to those faculty members who are tenured, for example, departmental chair and key faculty governance positions.