

Post-Tenure Review Criteria

In alignment with University and Board of Governors' regulations, as well as state law, all tenured faculty members in the Department of Anthropology are subjected to post-tenure review every five years. The review packet will be comprised of a narrative record of accomplishments over the previous five years prepared by the faculty member under review, the previous five years of annual performance reviews, the faculty member's CV, and the faculty member's disciplinary record (if there is any).

Post-tenure review (PTR) examines the most recent five years of a tenured faculty member's record in the areas of Teaching, Research, and Service. The post-tenure review criteria for the Department of Anthropology are set out separately for the three areas of research, teaching, and service. The final score for the five-year record is then the score in each area weighted by the proportion of total assignments in that area over the five-year span.

The Department of Anthropology recognizes each faculty member's contributions to the department in their teaching, research, and service. These Post-tenure Criteria seek to establish a baseline rubric to connect teaching accomplishments, research productivity, and service to the department, college, university, discipline, and community with specific ratings; however, all ratings are the responsibility of the Department Chair in consultation with the Department of Anthropology Faculty Advisory Committee (FAC).

Variation among faculty is anticipated, and a wide range of activities may meet department expectations. Effort is therefore to be evaluated with a view toward balancing the short- and long-term goals of each faculty member. It is the responsibility of the faculty member to make a strong argument as to why different types of activities are emphasized in any particular category of assigned duties. Faculty are required to submit a complete post-tenure review report by the established deadline.

Evaluation is based on a scale of 1 to 4, with 1 being the highest (see Overall PTR Rating below). All evaluative criteria outlined below are general guidelines, and not exhaustive. The rating of effort in each area of assigned duties is determined by both quantitative and qualitative factors, and one does not carry more weight than the other.

The process for the post-tenure review follows the same process as the review of annual evaluations. The FAC and Chair will conduct independent evaluations of the faculty members post-tenure review report. However, the FAC is only in an advisory role to the Chair. The Chair will submit one evaluation with the post-tenure report.

OVERALL PTR RATING

To reiterate, the final score for the five-year record is the score in each area weighted by the proportion of total assignment in that area over the five-year span. In other words, the Weighted Average PTR Score = (Teaching score X proportion of assignment in teaching) + (Research

score X proportion of assignment in research) + (Service score X proportion of assignment in service)

NOTE: For faculty members who have service appointments that include directorship of centers and institutes, the percentage of assignment associated with the directorship will be removed from the total and the assignments in other categories will be adjusted to total 1.0 for the purpose of calculating their overall weighted average.

OVERALL PTR RATING			
Exceeds Expectations (1)	Meets Expectations (2)	Does Not Meet Expectations (3)	Unsatisfactory (4)
Weighted Average PRT Score is less than 1.5	Weighted Average PRT Score is 1.5 or higher, but less than 2.5	Weighted Average PRT Score is 2.5 or higher, but less than 3.5	Weighted Average PRT Score is 3.5 or higher

RESEARCH

Research projects or activities for Anthropology faculty could include peer-reviewed articles, peer-reviewed book chapters, and reports -which are often peer reviewed- to local, national, or international agencies, as well as formal presentations. Other activities could include applied research, focusing on program and policy evaluation reports, professional commentaries or editorials, and engaged anthropology exhibitions; online and digital scholarship; visual anthropology projects; and other forms of community and public engagement. Longer-term research projects could include single-authored or lead-authored publications and books as well as grant applications to national and international funding organizations and agencies. These above examples are specific products representing faculty effort, and other short- and long-term scholarly, applied, and creative activities could be included in the narrative.

In the discipline of anthropology, it is important to note that the majority of research projects are long-term commitments by the faculty member requiring multiple years to complete. Therefore, the effort involved is an important factor when evaluating each faculty member for a given period.

Therefore, if the faculty member has consistently shown significant effort through their career, they should not be penalized due to working on a long-term project or being engaged in a higher-than-normal teaching and service commitment for the period being evaluated. Each faculty member should explain the relevance to their overall performance. In addition, if significant effort is involved for a specific project (e.g., books, national and international grants, etc.), that spans more than one evaluation period, then the faculty member should clearly explain that in the narrative describing related or future activities.

Each activity below should be weighed in view of the faculty member's rank, the length and creative ambition of the work, and its contributions to the specific field(s) or sub-field(s) in which

they primarily work.

- Exceeds Expectations (1) effort in research might entail a combination of at least two activities such as, but not limited to, those described below:
 - Funding of an external grant or contracted research, as determined by, for example: the alignment with university, college, and department goals; funding source; size of grant; extent of activities to be funded; visibility; standards of the discipline; etc.
 - Grant administration and grant-related research activities (e.g., instrument development, data collection, data analysis and interpretation)
 - Post-grant activities (e.g., reporting)
 - Submission of five peer-reviewed articles, book chapters, or technical reports with at least two of them being published or accepted for publication. Note that peer-reviewed articles should be published in high impact and/or prominent journals in the discipline or related disciplines. A combination of any of these types of publications will satisfy the requirement.
 - Publication or acceptance for publication of a book, as determined by, for example, the quality of the outlet(s), the influence of the publication(s) on the field, standards of the discipline, etc.
 - Completion of an engaged anthropology project (e.g., museum exhibit, research video, digital/multimedia presentation)
 - Delivery of one or more presentations of higher impact, as evidenced by, for example, the quality of the outlet, impact of the presentation, status of the presenter, etc. (e.g., workshop organizer for major conference, invited address at a major conference; invited colloquium talk for a highly ranked program or highly respected institute).
 - Prize or award for scholarly or creative work
 - Leadership in diversity and inclusion efforts related to research

- Meets Expectations (2) effort in research might entail activities such as, but not limited to, those described below:
 - Documentation of progress on external grant or contract submission.
 - Primary research. Details on progress must be provided.
 - Submission of one or more peer-reviewed articles, book chapters, or technical reports with at least one of them being published or accepted for publication. Note that peer-reviewed articles should be published in high impact and/or prominent journals in the discipline or related disciplines
 - Preparation or submission of a book that is peer-reviewed, as determined by, for example, the quality of the outlet(s), the influence of the publication(s) on the field, standards of the discipline, etc. The contract with the publisher should be provided.
 - Documentation of progress on an engaged anthropology project (e.g., museum exhibit, research video, digital/multimedia presentation)
 - Conference presentations

- Does Not Meet Expectations (3) effort in research is characterized by unclear, minimal, or insufficient demonstrated effort of research activities in all of the following areas:
 - Grant activities
 - Active research

- Publication activities
- Conference or scholarly presentations
- Engaged anthropology projects
- Unsatisfactory (4) effort in research is reflected by no demonstrated effort of research activities and receiving “Does Not Meet Expectations in the previous post-tenure review.

TEACHING

Faculty are expected to promote graduate and undergraduate students' learning, intellectual development, and career preparation. The report should identify evidence of these teaching and mentoring efforts by addressing, for example, the context and impact of their teaching activities during the evaluation period.

- Exceeds Expectations (1) effort in teaching might entail activities such as, but not limited to, those described below:
 - Contributions to student learning through new course development
 - Contributions to student learning through the development and/or adoption of innovative teaching methods
 - Contributions to student learning through leadership and or participation in collaborative course development
 - Contributions to student learning through leadership and/or participation in curriculum development or assessment for the department
 - Contributions to student learning through leadership and/or participation in diversity and inclusion efforts related to teaching
 - Contributions to student learning through significant course revisions or development
 - Teaching awards
 - Mentorship of undergraduate and/or graduate students through significant milestones, e.g., graduation, employment, or as advisor/chair
 - Mentorship of students presenting at regional or national conferences
 - Contributions to the intellectual development of students through review/feedback on undergraduate or graduate theses or dissertations
 - Student evaluations of teaching at or above the department average and/or student comments indicative of instructor effectiveness
 - Preparation, submission, or publication of books, articles, or book chapters related to teaching
 - Documented efforts aimed at improving teaching (e.g., participation in teaching workshops, peer evaluation of teaching)
 - Improvement in student evaluations of teaching
- Meets Expectations (2) effort in teaching might entail activities such as, but not limited to, those described below:
 - Improvement of student learning through course revisions/development
 - Mentoring undergraduate and/or graduate students
 - Mentorship of graduate students as committee member

- Does Not Meet Expectations (3) effort in teaching is characterized by unclear, minimal, or insufficient demonstrated effort of teaching activities in all of the following areas:
 - Mentorship of students
 - Course improvement or development
 - Improvement of teaching performance
 - Unapproved absences from teaching assigned courses
 - Substantiated student complaints which have been adjudicated
- Unsatisfactory (4) effort in teaching is reflected by no demonstrated effort of teaching activities.

Other factors that may be considered in the evaluation of teaching:

- Contributions to departmental needs in teaching
- Time to completion of graduate students
- Teaching that spans both undergraduate and graduate courses
- Evidence of dealing with special needs of students or outreach to students
- Evidence that goals of course(s) are met (i.e., assessment)
- Evidence that course(s) challenge students

SERVICE

Service to the department includes active and cooperative participation in department meetings as well as on committees and councils. Service to the university includes active and cooperative participation on committees and councils at the school, college, university, and university levels. Service to the profession includes but is not limited to: editing scholarly journals; reviewing manuscripts and proposals; active involvement and office-holding in professional organizations; the organization and execution of meetings, symposia, conferences, and workshops; participation on local, regional, state, national, or international professional committees, groups, or associations; participation in local, regional, state, national, or international boards, agencies and commissions; facilitating newsletters or social media for professional organizations. Service to the community includes but is not limited to: engagement with schools, non-profit organizations, and other civic and community groups, as well as engagement with the broader public at local, national, and/or international levels. Regarding all service efforts, candidates are strongly encouraged to document any leadership and/or administrative roles as well as efforts at meeting the department's and university's established goals related to diversity and inclusion.

In order for a faculty member to earn a Satisfactory, Strong, or Outstanding rating in service, a faculty member must *minimally* be regularly involved in attending departmental and committee meetings and must actively contribute to the life of the department and those committees. Each activity below should be weighed in view of the faculty member's rank.

- Exceeds Expectations (1) effort in service might entail activities such as, but not limited to, those described below:
 - Service within and/or beyond the department at multiple levels (i.e., service to the university or college, profession, or community)
 - A leadership level or key position within the department, college, or university
 - A leadership level or key position in international, national or regional professional organizations, or editorial position for a journal or press
 - A leadership level position in an activity (e.g., committee chair or co-chair, an editorial position, workshop organizer, organization board member)

- Multiple activities for societies, organizations, or publishers, including conference or symposium organization, or manuscript reviews
 - Serving on boards or review panels for prestigious publishers or granting agencies
 - Activity for a society, agency, organization, or publisher
 - Leadership in community service activities (engagement with schools, non-profit organizations, and other civic and community groups, as well as engagement with the broader public at local, national, and/or international levels)
 - Leadership in diversity and inclusion efforts related to service
 - Note that tenured professors, who are typically given minimal service assignments, might receive this rating simply through eager engagement in the life of their department and through active engagement in their assigned committees with minimal additional responsibilities outside of the department.
- Meets Expectations (2) effort in service might entail activities such as, but not limited to, those described below:
 - Service activity in or beyond the department that is appropriate to rank/position (i.e., service to the university or college, profession, or community)
 - Participation in faculty meetings, departmental events, and committee meetings
 - Participation in community service activities (engagement with schools, non-profit organizations, and other civic and community groups, as well as engagement with the broader public at local, national, and/or international levels)
 - Participation in diversity and inclusion efforts related to service
 - Note that tenured professors, who are typically given minimal service assignments, might receive this rating simply through eager engagement in the life of their department and through active engagement in their assigned committees with minimal additional responsibilities outside of the department.
- Does Not Meet Expectations (3) effort in service is characterized by unclear, minimal, or insufficient demonstrated effort of service activities in all of the following areas:
 - Participation in faculty meetings and committee meetings
 - The effort reported as service is not commensurate with the assigned effort in that area (e.g., someone is assigned 10% for service but only shows evidence of work that should take one hour a month).
- Unsatisfactory (4) effort in service is reflected by no demonstrated effort of service activities.