

DocuSigned by:  
*John Roberts*  
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DocuSigned by:  
*Denise Funge*  
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***Appendix A:  
Faculty Review Guidelines for the Department of Anthropology  
Revised 2021 by the Faculty of the Department of Anthropology***

The Department of Anthropology within the Division of Social Sciences in the College of Arts and Sciences (CAS) has adopted the following guidelines and definitions for evaluating tenured, tenure-track, and non-tenure-track faculty. The guidelines are applicable to faculty holding academic rank (namely, Assistant Professors, Associate Professors, and Professors) (BOR Policy 04.04.040) with at least 51% appointments directed toward teaching, service, and/or research or creative activity. They apply equally to faculty in this discipline regardless of the UAA campus where the faculty member is located. Information within this document is designed to be used by faculty preparing for progression towards tenure/tenure/promotion/post-tenure review and by those responsible for assessing review files.

Evaluation shall be based on qualitative and quantitative assessments of the faculty member’s fulfillment of responsibilities in teaching, academic research, and service to the Department of Anthropology, CAS, and the University during the appropriate evaluation period.

Definitions and general guidelines apply to all tenure-track and non-tenure track faculty in the Department of Anthropology. The Department of Anthropology expects that this document will provide guidelines for faculty members’ development and progress. It may be revised according to appropriate disciplinary changes in approach, methods, or content.

Anthropology’s guidelines are subject to those developed by the UA Board of Regents, relevant collective bargaining agreements, UAA, and CAS and the Office of Academic Affairs, as well as the policies of the University of Alaska Board of Regents. In cases of discrepancy, those other guidelines take precedence.

**1.0 DEFINITIONS AND UNDERSTANDINGS**

**1.1 Workloads**

The specific guidelines which follow are based on a tripartite workload (for example, 60% teaching, 20% academic research, and 20% service). However, variation in workload agreements is expected and promotion and tenure expectations will shift in accordance to workload agreements.

**1.2 Marked Strength**

If college-level or university-wide faculty evaluation guidelines require a marked strength, the Department of Anthropology interprets “marked strength” to mean productivity in teaching, academic research, or service exceeding that required for rank.

**1.3 Refereed Publications in the Discipline**

To be considered a refereed publication, manuscripts must undergo a process of detailed review by experts in the field of study. Online publications count equally with print publications if they appear in recognized and professionally refereed online locations. Research products may include vetted reports published in formal association with government agencies, non-government organizations (NGOs), or private corporations, or that have gone through significant review by community stakeholders. Non-refereed publications are those research products not subject to rigorous, outside review, but which may count towards Tier II research products (see Section 2.3 below).

#### **1.4 Adherence to Professional Standards and Ethics**

All faculty at all levels are expected to conduct themselves according to the professional and ethical standards and guidelines of the University. In addition, all Anthropology faculty are expected to adhere to the Code of Ethics of the American Anthropological Association regarding professional practices and/or ethical guidelines of anthropological subfields within which the candidate practices. Anthropology faculty will be held to standards of professional practice and ethics in consideration for promotion, tenure, and/or emeritus status.

### **2.0 GENERAL GUIDELINES FOR FACULTY EVALUATION**

All candidates for tenure or promotion must document that they hold a doctoral degree in Anthropology or Archaeology (Ph.D or D. Phil.). Exceptions will be determined in advance with provost permission before hiring and will be documented in appointment letters. Candidates for tenure or promotion will be expected to demonstrate that, since the commencement of the tenure-track appointment:

- There has been a sustained commitment to and record of effectiveness in undergraduate and graduate teaching and supervision;
- There has been continued growth as an established scholar, as demonstrated by the development of a significant program of academic or applied research and scholarship leading to recognition by peers and constituencies outside the institution; and
- The faculty member has become a responsible and contributing member of the academic community through university and professional service.

Additionally, candidates for tenure or promotion must demonstrate and document marked strength in research, teaching, or service, as defined respectively in the following sections.

The following guidelines apply to each of the three workload components respectively.

#### **2.1 General Guidelines for Evaluation of Teaching Effectiveness**

Teaching is a highly valued practice within Anthropology. In assessing teaching effectiveness, the quality and impact of the teaching practices are most important. Faculty in Anthropology are encouraged to articulate their teaching goals, methods, strategies, and philosophy in the context of self-evaluation and to reflect further on ways in which they engage in evaluation and quality improvement of their teaching practices in light of the significant limitations of student evaluations. Faculty should submit evidence of teaching practice as detailed below. Evidence can include documents, certificates, web links, or other sources in addition to narratives of self-evaluation or reflection. *It is the*

*responsibility of the faculty member to provide the evidence required by the college, university, and collective bargaining agreements.*

Faculty should reflect on their ongoing efforts to implement the following minimal teaching practices during the review period:

- Developing clear and well-organized syllabi
- Maintaining fidelity to course content guides, including Student Learning Outcomes (SLOs)
- Conforming to University policies related to accreditation (e.g., student contact hours)
- Providing necessary information to departmental and university committees for curricular and program assessment
- Being available to students for meeting and consultation (e.g., holding regular office hours, responding to emails)

In addition to the minimal expectations, faculty should augment and develop their teaching effectiveness by engaging in both progressive (Tier 1) and standard (Tier 2) teaching practices. Faculty should provide evidence of both Tier 1 and Tier 2 teaching practices, which include, but are not limited to, the following:

#### *Tier 1 Teaching Practices*

- Using peer or student feedback to improve course quality,
- Articulating course, program, and GER/core competencies student learning outcomes throughout course content to enhance and evaluate student learning,
- Using and evaluating the effectiveness of innovative teaching techniques, methods, and deliveries
- Using and evaluating the effectiveness of high-impact teaching practices,
- Using results from course, program, or GER/core competencies assessments for course, curricular, or program revisions,
- Implementing innovative assessment activities for course, curriculum, or program,
- Supervising service learning or community engaged projects,
- Serving as a graduate student advisor or committee chair,
- Serving as a primary mentor for undergraduate thesis or research,
- Coordinating undergraduate and/or graduate program assessment,
- Leading professional development activities (e.g., CAFÉ event) related to teaching,
- Delivering workshops as lead instructor
- Mentoring colleagues in teaching practices (e.g., providing peer teaching reviews, sharing teaching materials, consulting on teaching strategies),
- Teaching or mentoring students in such a way that one is recognized with an honor or award, and
- Developing new course materials (i.e., new preps and distance delivery options),

#### *Tier 2 Teaching Practices*

- Assisting with significant course and program curriculum revisions,
- Teaching a variety of courses,
- Giving guest lectures in other classes,
- Supervising an independent or directed study,
- Providing academic advising for students,

- Serving as a member of graduate student advisory committee,
- Serving as a secondary mentor for undergraduate thesis or research,
- Contributing to documented student successes (e.g., awards, grants, publications, presentations),
- Enhancing course(s) by integrating content based on one's professional and research activities (including field projects, archival work, sabbatical activities),
- Integrating knowledge or skills from professional development activities (e.g., CAFÉ events) into teaching practice, and
- Assisting students with applying to graduate school, funding, competitive awards, or other professional positions.

The Department of Anthropology will evaluate teaching practices to the degree appropriate to faculty rank and workload.

*Associate Professor:* For achieving the rank of Associate Professor of Anthropology, faculty should document teaching effectiveness by achieving a minimum of 10 teaching practices, of which 5 must be Tier 1. It is expected that faculty achievements in teaching at this rank will demonstrate command of the course subject matter and provide evidence of continuous growth in imparting disciplinary knowledge to students.

*Full Professor:* For achieving the rank of Professor of Anthropology, faculty should document teaching effectiveness by achieving a minimum of 10 teaching practices additional to those demonstrated at the Associate Professor level, of which 5 must be Tier 1. It is expected that faculty achievements in teaching at this rank will demonstrate evidence of continuing command of the course subject matter and continuous growth in imparting disciplinary knowledge to students; and show leadership in new course development, curriculum improvement, and review and assessment of undergraduate and/or graduate programs.

**Marked strength in teaching** is demonstrated by productivity in teaching exceeding that required for rank.

## **2.2 General Guidelines for Evaluation of Academic Research and Creative Activities**

In assessing academic research/creative effectiveness the quality, quantity, and scholarly significance of the products should be the primary concern. Faculty in Anthropology are encouraged to articulate academic or applied research goals, methods, application, and results in relation to the field of anthropology in the context of the self-evaluation. *It is the responsibility of the faculty member to provide the evidence required by the college, university, and collective bargaining agreements.*

Information to be evaluated for effectiveness in academic research or creative activities in Anthropology during the review period shall include, but is not limited to, items listed below under two tiers of scholarly production. Unless otherwise noted, each listing is one product:

### *Tier 1 Research Products*

- Books or Monographs, either sole or co-authored (3 Tier 1 products),
- Edited books,
- Edited issues of refereed journals, as guest editor/special issue
- Refereed articles with a significant contribution to the manuscript,
- Book chapters,

- Extramural funding for research or creative projects,
- Refereed reports and/or research/creative projects,
- Research-based products produced for community use and/or ownership (e.g. creating or transferring ownership of data sets, databases, intervention/program materials, or instruments to communities), and
- Research-based products that seek and incorporate review by community members

*Tier 2 Research Products*

- Intramural funding for research or creative projects,
- Submitted but unfunded grant proposals,
- Non-refereed articles,
- Non-refereed reports,
- Published book, monograph, or article reviews,
- Conference papers or posters,
- Delivering public lectures or talks about research/creative activities,
- Published abstracts,
- Participation in workshops and other professional or community panels or events drawing on disciplinary expertise,
- Developing formal community partnerships for research, and
- Research-capacity building in communities (ex. providing training for community members to act as co-researchers, co-authoring publications with community-members).

Note: Additional forms of scholarly production may be offered in either tier by the candidate for consideration.

Specific indicators or evidence of quality of publications and other works may include:

- The reputation of the journal or book publisher,
- The number, source, and substance of citations,
- Published reviews and reprints,
- Frequency of online downloads from websites or libraries,
- Demonstration of impact, and/or
- Positive assessment from community representatives.

All items produced under the categories listed under Tier 1 or Tier 2 above are considered “scholarly products.” Ideally, academic research or creative activities should result in some combination of both Tier 1 and Tier 2 scholarly products. Collaborative work with other scholars and community members, which is central to anthropological inquiry, is encouraged.

The Department of Anthropology will evaluate academic research and creative activities to the degree appropriate to faculty rank and workload.

*Associate Professor:* For achieving the rank of Associate Professor of Anthropology, a minimum of 5 scholarly products, of which 3 must come from Tier 1, is required. It is expected that those working toward the rank of Associate Professor are establishing themselves within their chosen field. Thus, they may have more publications in local or specialized journals or may demonstrate developing engagement with communities.

*Full Professor:* For achieving the rank of Professor of Anthropology, a minimum of 5 scholarly products additional to those products demonstrated for promotion to the Associate Professor level, of which 3

must come from Tier 1, is required. It is expected that those working toward the rank of Full Professor are gaining a significant level of recognition by professional peers on a regional, national, and/or international level, and have sustained and extensive generation and dissemination of significant and high-quality disciplinary knowledge or growing and extensive engagement with communities.

**Marked strength in academic research** is demonstrated by productivity in research exceeding that required for rank.

### 2.3 General Guidelines for Evaluation of Service

Service includes a combination of activities from the areas of departmental, college, university, professional, and community service at Tier 1 and 2 levels, as listed below. Faculty may select service activities amongst any of these service areas, with the expectation that faculty concentrate first on contributing service in the departmental area. In the departmental area, basic responsibilities expected from all faculty include faculty meeting attendance and participation, and attending Anthropology Club, thesis defenses, or other departmental events when possible. Evidence of effectiveness in service can be demonstrated through the following: certificates of participation; letters of participation or support; email responses to journal, book, grant, and other professional reviews or evaluations; awards and recognition as well as through personal review or reflection, and other products as appropriate. *It is the responsibility of the faculty member to provide the evidence listed within the college, university, and collective bargaining agreements.*

<i>Service areas</i>	<i>Tier 1 Activities</i>	<i>Tier 2 Activities</i>
<i>Departmental</i>	<ul style="list-style-type: none"> <li>● Hiring committee chair</li> <li>● Serving as Departmental Chair</li> <li>● Leading academic program development activities</li> <li>● Serving as Anthropology Graduate Program coordinator</li> <li>● Serving as Anthropology Club Faculty Advisor</li> <li>● Guiding curriculum changes through the department and governance</li> </ul>	<ul style="list-style-type: none"> <li>● Hiring committee member</li> <li>● Mentoring other faculty in the department</li> <li>● Serving as a member of departmental scholarships committee</li> <li>● Participating in academic program development activities</li> <li>● Assisting with planning and execution of departmental events</li> <li>● Contributing to departmental documents, policies, and procedures</li> </ul>
<i>College</i>	<ul style="list-style-type: none"> <li>● Peer review committee chair</li> <li>● Chairing or co-chairing a CAS committee appointed by Dean or Associate Dean</li> <li>● Participating in faculty, administrator, or search committees outside of Anthropology</li> </ul>	<ul style="list-style-type: none"> <li>● Peer review committee member</li> <li>● Serving on a CAS committee appointed by Dean or Associate Dean</li> <li>● Serving on a Student Award Selection committee (e.g., Undergraduate Research and Scholarship)</li> <li>● Mentoring faculty outside the Department of Anthropology</li> </ul>

<i>University</i>	<ul style="list-style-type: none"> <li>● Faculty advisor for a student club or organization outside of the department</li> <li>● Chairing or co-chairing a university-level committee or task force</li> <li>● Chairing or co-chairing a Faculty Senate committee</li> <li>● Serving on Faculty Senate or equivalent governance or curriculum review bodies</li> <li>● Writing documents, reports, or other materials pertinent to the university's mission or operation</li> </ul>	<ul style="list-style-type: none"> <li>● Reviewer for university and college scholarships</li> <li>● Contributing to university initiatives (e.g., ePortfolio)</li> </ul>
<i>Professional</i>	<ul style="list-style-type: none"> <li>● Officer in a professional society at the local, national, or international level.</li> <li>● Editor for a journal</li> <li>● Serving on an editorial board</li> <li>● Leading organization for a professional conference</li> <li>● Chairing a conference session</li> <li>● Serving on national or international grant committee or panel</li> </ul>	<ul style="list-style-type: none"> <li>● Managing a web site for a professional organization</li> <li>● Committee service for a professional organization</li> <li>● Member on organizing committee for a professional conference</li> <li>● Organizing a conference session or a panel</li> <li>● Reviewing journal, grant, book, scholarship, student papers, manuscript as</li> </ul>
		a referee
<i>Community</i>	<ul style="list-style-type: none"> <li>● Organizing activities for students and or teachers for a school district (within or outside of Alaska)</li> <li>● Establishing ongoing community partnerships</li> <li>● Planning or leading discipline-related events in the community (Instructor for Olé class, Archaeology day, Anthropology day, Public education participation programs)</li> <li>● Chairing public boards, task forces or committees</li> <li>● Testifying before legislative bodies or in court based on disciplinary expertise</li> <li>● Consulting on a major or large scale project</li> <li>● Consulting for business and community organizations</li> </ul>	<ul style="list-style-type: none"> <li>● Participating in community events (school district, scouts, etc.)</li> <li>● Leading or participating in public talks (e.g. bookstore, schools, library, “nerd night” or science pub)</li> <li>● Participating in discipline related events in the community (Guest speaker for Ole class, Archaeology Day, Anthropology Day participant, guess speaker for public education programs)</li> <li>● Serving on public boards, task forces, or committees</li> </ul>

All faculty members are expected to contribute across the service areas from both tiers at levels appropriate to rank.

*Associate Professor:* For achieving and maintaining the rank of Associate Professor of Anthropology, faculty should document effectiveness in service by achieving a minimum of 5 service activities, of which 3 must be Tier 1. Along with this, it is expected that faculty seeking promotion to the rank of

Associate Professor, demonstrate a: record of service that emphasizes departmental, professional, and community service areas, but may include activities from the college, and university service areas; and that the faculty member shows a strong promise for expanding service engagement in the future at broader levels in college, university, professional, and community areas.

*Full Professor:* For achieving and maintaining the rank of Professor of Anthropology, faculty should document effectiveness in service by achieving a minimum of 5 service activities, additional to the level for Associate Professor, with a minimum of 3 Tier 1 service activities. Faculty are expected to contribute service at the departmental, college, university, professional, and community areas, particularly in leadership positions across any of these areas.

**Marked strength in service** is demonstrated by productivity in service exceeding that required for rank.

## **2.4 Emeritus Professor of Anthropology**

The Department of Anthropology affirms, following Board of Regents policy 04.04.070, that emeritus status is an honor conferred upon the outstanding retirees of the university and not an automatic recognition of services rendered. Emeritus status is based upon the quality and impact of a faculty member's scholarly achievements in teaching, research, and service across the course of his or her career as judged by his or her peers. The faculty member is expected to have a sustained record of outstanding accomplishment that has contributed to the mission, reputation, and quality of the Department of Anthropology and the University.

All candidates for emeritus status are expected to have conducted themselves throughout their careers according to the professional and ethical standards and guidelines of the University. In addition, candidates for emeritus status are expected to have adhered to the Code of Ethics of the American Anthropological Association regarding professional practices and/or ethical guidelines of anthropological subfields within which the candidate has practiced. Failure to adhere to these standards is grounds for denial.