DATE: July 11, 2019

TO: Chair Department of Anthropology

FROM: Committee on Faculty RTP Criteria and Standards

SUBJECT: Department/Unit RTP Criteria and Standards Review

The Committee on Faculty RTP Criteria and Standards thanks you for your submission of RTP Criteria and Standards for the Department of Anthropology. The Committee has completed its review of the document and approves the document for use.

A copy of your department’s approved RTP Criteria and Standards shall be distributed to all probationary and tenured faculty members in your department. Each probationary faculty unit member will file a copy of the document in Section 3 of his/her Working Personnel Action File.

The Committee will forward your document to Academic Personnel Services where it will be maintained and made available on the web site.

Committee on Faculty RTP Criteria and Standards members: Lisa Bond-Maupin, Yvonne Everett (Chair), Gregg Gold, Benjamin Marschke, Whitney Ogle, Dale Oliver, Sondra Schwetman, Robert Zoellner.

CC: Laura Hahn
    Academic Personnel Services

    Josh Meisel, Chair
    University Faculty Personnel Committee
Criteria and Standards for Retention, Tenure and Promotion
Department of Anthropology, Humboldt State University
Approved by all Tenure Track/Line Faculty in Anthropology on June 26, 2019

The Department of Anthropology is committed to encouraging and helping faculty members in the RTP process succeed in their teaching, scholarly/creative activities, and service. This document represents department criteria regarding standards for all three areas of the retention, tenure, and promotion (RTP) process. We are aware that this is a living document and issues may arise that we did not anticipate. We are also aware that this document serves as a guideline, and situations that were not anticipated may arise. If this occurs, the RTP candidate, the IUPC, and the Dean must agree to any exceptions and make record of the agreement in the WPAF.

I: AREAS OF EVALUATION

A. TEACHING EFFECTIVENESS

Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students. (Appendix J)

Candidates for RTP must document activities (when applicable) as part of their WPAF. In the PDS candidates must also provide critical reflection on their pedagogy and on student and faculty evaluations of their teaching. Candidates should discuss pertinent pedagogical challenges, successes, and modifications on a course-by-course basis; for example, if ANTH 104 is taught several times during the review period, the candidate may reflect on that class as a whole rather than offer a detailed discussion of every section/semester taught.

As a primary means of evaluation, all tenure-track and tenured members of the Anthropology faculty (unless they are on an approved, extended leave such as a sabbatical) should write collegial letters that include descriptions of, and reflections on, their observations of the Anthropology faculty candidate’s teaching effectiveness. All letters should include suggestions for improvement, where needed, as well as note aspects that work well. Examples of activities/materials to evaluate as part of the observation process include:

1. In-class teaching, including but not limited to: class lecture, discussion, in-class learning activities, and presentation of material;
2. Teaching in environments outside of a traditional classroom setting, such as lab, field, workshops;
3. Course materials, such as syllabi, handouts, assignments, multimedia, and choice of outside materials;
4. Course design/organization, such as use of an online learning management system, assessment strategies, and outcomes as they relate to the course and departmental curriculum goals.
As a secondary means of evaluating teaching, the following will be considered: student letters, student testimony (during any official hearings as part of the review process), and scores and comments on course evaluations. Any pattern of unfavorable comments within or across student letters or official course evaluations, and/or average scores lower than 3.9 on a scale of 0-5 for any evaluative questions (on any official course evaluations) in any offering, must be specifically addressed by the candidate; where unfavorable scores/comments are outliers/atypical and not particularly concerning, the candidate should indicate this and provide support; where unfavorable scores/comments evince a pattern and/or raise serious issues, a plan for improvement must be provided by the candidate, where appropriate.

**Category 1: Essential activities for excellence in teaching effectiveness:**

- a. Clearly communicates course objectives, policies, and grading criteria in all classes;
- b. Utilizes course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field, and that enable students to achieve course goals and outcomes;
- c. Available during regular office hours for student consultation;
- d. Provides advising to assigned advisees with the goals of success in the major, preparation for work or graduate school, and timely graduation;
- e. Demonstrates evidence of teaching excellence in the classroom based on observation by colleagues;
- f. Participates in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved.
- g. Evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process;
- h. Consistent efforts to improve and adapt teaching with innovative methods such as developing original content or use of active and applicable learning strategies;
- i. Participates in professional development activities (e.g., attends conferences / workshops, takes courses) designed to enhance the candidate’s teaching and advising effectiveness;
- j. Achieves a pattern of consistently positive student comments on evaluative letters and official evaluations, and achieves a pattern of average scores of 3.9 or higher (on a scale of 0-5) for any evaluative questions on any official student course evaluations in any offering where the candidate is the sole instructor (average for each question for each course each time it is offered, not average across courses/offerings/semesters).

**Category 2: Examples of indicators of mastery of excellence in teaching effectiveness:**

- a. Develops and implements new/innovative courses and/or course approaches;
- b. Effectively supervises students in original research and/or applied projects;
- c. Engages in ongoing mentoring of students above required advising duties;
- d. Conducts workshops or seminars that enhance teaching within the department, college, university, or profession;
- e. Receives a college-, university- or discipline-based teaching/faculty award;
- f. Mentors and/or assists other faculty in their teaching efforts, and/or shows leadership in departmental teaching/advising efforts and goals;
- g. Demonstrates initiative in developing departmental program curriculum.
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<tr>
<th>Minimum Activities Required for Achievement of Excellence in Teaching for Retention, Tenure and Promotion</th>
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<td><strong>from Assistant Professor to Associate Professor</strong></td>
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B. SCHOLARLY / CREATIVE ACTIVITIES

Because faculty members in Anthropology come from a variety of subdisciplinary backgrounds, and because our scholarly and creative work is often inter- or trans-disciplinary, the following standards reflect a broad definition of scholarship and creative activity that reflects the range of aims, audiences, and methodologies within our field. Candidates may choose to be evaluated in terms of Scholarship, Creative Activity, or both. A given instance of Scholarly/Creative Activity may also straddle or combine both categories.

It is the responsibility of the candidate to describe activities in the PDS and document activities in the WPAF so that the IUPC can make the appropriate evaluation.

Guiding Principles

1. Scholarly and creative activity shall be evaluated based on the contents of the PDS and WPAF.
2. We recognize that scholarship and creative activity may take many forms and employ many different methodologies.
3. We embrace the five dimensions of scholarship as proposed by Ernest Boyer in Scholarship Reconsidered (discovery, integration, application, teaching, and community engagement) and as outlined in Appendix J, Section IX.B.2.a-e, with the understanding that to be considered for evaluation for tenure/promotion, all forms of scholarship and creative activity must be disseminated beyond HSU and subject to some form of peer review or related evaluation.
4. We value work in the academic area of expertise produced for academic and/or non-academic audiences.
5. We value collaborative research and creative activity and co-authored publications, on the same level as solitary or single-authored work, depending on the candidate's contribution as described in the PDS and evidenced in the WPAF.
6. We understand that peer-reviewed online, digital, and new-media venues may equal print publications in terms of significance and prestige.
7. We agree that manuscripts that have been accepted for publication for dissemination in writing, or which have a written contract for publication/dissemination by a journal, press, or other venue, with an imminent publication/dissemination date (before the end of the candidate's current appointment or period under review), and are able to be evaluated for scholarly content, are to be considered published, even if they are not yet publicly available. If a manuscript/film that has been accepted for publication/production, but not yet been published, has been counted at one level of review as a published piece, it may not count in subsequent personnel reviews (it can only count once as a published piece).

Our recognition of scholarship also includes activities that draw on scholarly expertise but do not result in a publication, such as refereeing, editing, and commenting on the scholarly work of others; the conceptual and intellectual (as opposed to merely logistical) work of organizing conferences and editing books or journals; etc. (Individual candidates shall make the case whether such activities constitute “scholarly” or “service” achievements and provide appropriate...
We also recognize the value of community-based research and collaborations with community organizations that result in reports, public hearings, opportunities for students, and/or substantive engagement with community members, all of which may indicate faculty members’ stature in their fields. (Note: “community” may be academic/non-academic, and local/national/international.)

We have grouped examples of such scholarly and creative activities into Categories 1 and 2 below (expectations for achievement in each category follow the lists). Appendix J (IX.B.5) provides that a candidate may submit for evaluation an activity not specifically included under Boyer’s five dimensions of scholarship (see above). Candidates should carefully explain and justify the case for inclusion of any activities not defined above, and should consult with the IUPC and the dean throughout the probationary period to ensure that activities can be adequately evaluated with reference to the standards of achievement outlined below.

As per Appendix J (VII.A.1.b), it is expected that the IUPC for candidates applying for tenure and/or promotion will invite written evaluations of their scholarship/creative activities from experts in their fields at other institutions for inclusion in their WPAF. Candidates are encouraged to suggest the names of “outside” reviewers to their IUPC, but official requests for evaluation should come from the IUPC and not from the candidate. This type of external evaluation is not expected of probationary candidates being considered for retention only.

Category 1: Major Scholarly/Creative Activities

a. Publishing, or having accepted for publication, a peer-reviewed journal article or a peer-reviewed book chapter in an edited volume.

b. Publishing, or having accepted for publication, a scholarly endeavor, such as a book, edited volume, or major documentary film. Edited volumes include edited books or edited journal issues for which editorial duties are beyond referee duties, including activities such as conceptualizing and organizing the volume, recruiting and managing contributors, providing expert feedback to contributors, and organizing and summarizing contributions to make the volume complete. Typically, books, volumes, and major films may count as one to four published articles, and the candidate should justify the equivalent number in the PDS.

c. Publishing, or having accepted for publication, an endeavor in the scholarship of teaching such as the publication of a textbook or a major educational film. Typically, books or major films may count as one to four published articles and the candidate should justify the equivalent number in the PDS.

d. Translating and re-publishing/disseminating a major published work (such as book, article, website, etc.) in a process that involves peer review.

e. Presenting original work at external national/international conferences, workshops, or forums where peer review and dissemination are an integral part of the process (e.g., abstracts/proceedings are peer reviewed and have the potential of being rejected, and/or abstracts/papers are published). Presenting at Anthropology’s major conferences (AAA, SAA, AAPA) are examples of a processes known to be sufficient to meet these criteria –
if the candidate presents at other conferences, evidence must be provided to verify the peer-review process.

f. Participating as an invited keynote speaker at a national/international professional conference.

g. Leadership in organizing a national/international/regional scholarly conference/panel at which original research is presented, and scholarly duties of the candidate include work that is peer-reviewed and disseminated (e.g., through the writing of a summary/analysis of presentations). A regional conference is defined here as that which is state-wide or encompasses multiple states (e.g., Western Bioarchaeological Group Conference, Society for California Archaeology).

h. Receiving an externally funded grant in support of original research or curricular development, wherein the process is a comparable amount of work to the other Category 1 activities, and/or the amount of the grant is substantial, i.e. \( \geq 10,000 \text{ USD} \).

**Category 2: Minor Scholarly/Creative Activities**

a. Publishing, or having accepted for publication, a book review, review essay, encyclopedia entry, and/or scholarly web-based commentary in a relevant area.

b. Publishing, or having accepted for publication, a book, book review, book chapter, article, or other creative work for a general audience.

c. Translating and re-publishing/disseminating a minor published work (such as a document, brochure, etc.).

d. Presenting original work at external local conferences, workshops, and forums where peer review and dissemination beyond HSU are an integral part of the process.

e. Participating in academic conferences, workshops and forums, for example by acting as a discussant on a panel.

f. Leadership in organizing a local scholarly conference/event/panel at which original research is presented, and scholarly duties of the candidate include work that is peer-reviewed and disseminated beyond HSU (e.g., through the writing of a summary/analysis of presentations).

g. Acting as a scholarly resource in non-academic contexts, for example for local or regional events, government functions, the press, or in non-peer reviewed publications.

h. Receiving funded internal grants (not including travel grants) that involve an application process that includes substantial work by the candidate, or receiving a minor external grant <10,000 USD.

i. Production and dissemination of ancillary educational materials, such as materials for textbooks and online resources; dissemination beyond HSU.

j. Presentation/performance of original scholarly creative work.

k. Major media appearance related to creative or scholarly activities, where dissemination of scholarly activity (directly by the candidate) is the main purpose of the appearance. Having one's work covered by media, or having a media appearance of publication reproduced/cited/carried by subsequent media outlets shall not count as scholarly activity.

l. Producing and disseminating field/project reports (e.g., seasonal/annual fieldwork report, applied project report) to clients and/or site director and/or supervising bodies, which are required as part of participating in the work and/or contracted to complete.
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*“Distinct activity” means a separate activity and not that a candidate must demonstrate achievement of different types of activities. E.g., two different peer-reviewed journal articles would equal two distinct activities; however, the acceptance of a journal article and the subsequent publication of that same journal article would not equal distinct activities. A single book, volume, or film (Category 1, b-c) may constitute more than one distinct activity, in correspondence to the number of journal articles to which it equates.

**Note:** (1) Additional activities in Category 1 can be used by the candidate to take the place of activities from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.
C. SERVICE

It is the responsibility of the candidate to describe the workload for service activities in the PDS and document activities in the WPAF so that the IUPC can make the appropriate evaluation.

General Guidelines
1. Evidence of faculty contributions over the period of evaluation for tenure and/or promotion is collected through written letters from colleagues inside and outside of the university, students, community members, and discipline-related professionals.
2. The candidate should list activities and level of accomplishment necessary to meet departmental criteria for service. Where applicable, the candidate should document both time spent in direct involvement (e.g., attending committee meetings) and time spent working on related tasks (e.g., engaging with materials).
3. The faculty of the Department of Anthropology recognize the cultural taxation of faculty members of color, who often provide intensive student mentoring and who are often called on to serve on multiple equity committees and institutional change initiatives. It is incumbent on the IUPC to contextualize the candidate’s service and to recognize extraordinary service where cultural taxation is a factor; it is incumbent on the faculty member to address potential instances of cultural taxation in the PDS.
4. The faculty of the Department of Anthropology recognize three categories of service activity: Essential Service, Service Breadth, and Service Leadership. The service activities in each category should serve as examples for interpreting service, but are not meant to restrict anyone’s service only to what is listed. Expectations for achievement in each category follow the lists.

Category 1: Essential Service
a. Regularly participates in department committees, meetings, and related activities.
b. Participates in the department’s advising responsibilities for graduate students, including advising and mentoring those students that the faculty member agrees to work with (during the admissions process), and serving as a committee member for a reasonable number of non-advisee committees (at least roughly equivalent to the committee service of other tenure-track faculty). Not required for first-year faculty members.

Category 2: Breadth of Service
Service activities include both departmental and non-departmental activities that contribute directly to department, university, community, and profession. Activities that demonstrate breadth may include, but are not limited to:
a. Service on active college or university committees – active is defined as a committee that conducts business during the period in which the candidate is claiming service (candidates should indicate the time commitment in hours per week or per semester).
b. Service on graduate committees for students outside of the department and/or university.
c. Training/mentoring non-HSU students/personnel (e.g., host-community individuals) related to one’s work and/or professional outreach as an anthropologist.
d. Service on active committees of a professional organization (membership does not, alone, constitute service).
e. Consulting services offered to the campus or community.
f. Service on boards or task forces of professional or governmental organizations in the community, region, state, or nation.
g. Reviewing or refereeing work in Anthropology or related disciplines, including journal articles, textbooks, grant proposals, and the like.
h. Service to local, regional, state, or national Anthropology-related organizations and/or events.

Category 3: Leadership in Service
Service activities include leadership roles in either departmental or non-departmental activities that contribute directly to department, university, community, and/or profession. Activities that demonstrate leadership may include, but are not limited to:

a. Chairing/coordinating/directing a department/program/field-school insofar as the duties/workload either (1) exceeds assigned time compensation, or (2) is beyond the 15-WTU load (e.g., overload, summer work).
b. Serving as a laboratory/center/facility director or actively involved co-director, insofar as the duties/workload exceeds the assigned time.
c. Chairing an active committee at the department, college, or university level.
d. Chairing or leading a service activity in the community.
e. Leading political/social change at the regional, state, national, or international level.
f. Chairing a committee or holding office in a regional, state, or national organization.
g. Coordinating curriculum developments across departments that have a demonstrably significant impact on the academic program.
h. Organizing community-outreach events in Anthropology or relevant specialty.
i. Organizing conferences or related professional activities.

Note: (1) Only additional activities in Category 3 can be used by the candidate to take the place of activities from other categories; additional activities from Categories 1 and 2 cannot be used to offset deficiencies in the other or in Category 3.

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Department of Anthropology RTP Criteria and Standards Approved by the Committee on Faculty RTP Criteria and Standards, June 26, 2019

| Minimum Essential | ALL activities from Category 1 during each year of the review period, while in residence at HSU*, AND |
| | A pattern of service activities that includes at least ONE distinct activity† from Category 2 or 3 per year, on average. |

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Associate Professor to Professor

| Excellent | ALL activities from Category 1 during each year of the review period, while in residence at HSU*, AND |
| | A pattern of service activities that includes at least FOUR distinct activities† from Category 2 or 3 (at least TWO of the FOUR from Category 3), on average each year during the review period or the last five years, whichever is shorter. |

| Good | ALL activities from Category 1 during each year of the review period, while in residence at HSU*, AND |
| | A pattern of service activities that includes at least THREE distinct activities† from Category 2 or 3 (at least ONE of the THREE from Category 3), on average each year during the review period or the last five years, whichever is shorter. |

| Minimum Essential | ALL activities from Category 1 during each year of the review period, while in residence at HSU*, AND |
| | A pattern of service activities that includes at least TWO distinct activities† from Category 2 or 3, on average each year during the review period or the last five years, whichever is shorter. |

* Examples of not being in residence at HSU include periods for which service credit was received and periods during which the candidate was on an approved leave of absence.

† “Distinct activity” means a separate activity and not that a candidate must demonstrate achievement of different types of activities. E.g., chairing two separate committees would equal two Category 3 activities.
## II: CRITERIA FOR PROMOTION / TENURE

Following Appendix J, Section IX.A.2.c., the following table shows potential combinations of achievement in each evaluative category, with “Acceptable” outcomes indicating a positive promotion and/or tenure decision:

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<th>Teaching</th>
<th>Scholarly/Creative Activities</th>
<th>Service</th>
<th>Outcome</th>
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<td>Excellent</td>
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<td>Less than “Minimum Essential” in either or both non-teaching categories, and/or less than “Excellent” in teaching</td>
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<td>Unacceptable</td>
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