Department of Anthropology and Sociology

University of Southern Mississippi

**PROMOTION AND TENURE POLICIES**

**Draft March 2017**

This document defines the promotion and tenure policies for the Department of Anthropology and Sociology. It does not supersede the broad standards for promotion and tenure outlined in the Faculty Handbook but rather provides additional detail on the specific expectations and procedures within this unit. Faculty members should consult the university’s Faculty Handbook for information on the authority of the Board of Trustees, eligibility requirements, preparation of dossiers, and other general policies. The official Handbook is available through the Office of the Provost’s website.

The Department of Anthropology and Sociology is a multidisciplinary department. The demands placed on faculty members in this department are varied, depending on their discipline, the programs offered, and individual interests. The department commits considerable resources towards teaching at both the undergraduate and graduate levels and service to the college, university, profession, and community. As part of a research university, faculty members are also actively engaged in research within their disciplines. Faculty members must balance the

teaching, research, and service obligations of their role. Individual faculty members have some

flexibility in terms of the relative weight of each of these areas, depending upon the needs of their program and the department as a whole. Promotion and Tenure policies outlined here thus identify ranges of expectations, and it is the responsibility of each faculty member to discuss his or her activities and demonstrate how a record that is “low” in one area’s range is “high” in another in a way sufficient to merit the award of tenure or promotion.

**I. PROMOTION (Tenure track positions)**

*Promotion in academic rank requires the demonstration of consistent and considerable merit during the time in the current position. Promotion is not guaranteed simply because one meets the minimal criteria of time in rank. Promotion is, rather, granted in recognition of work meeting the departmental standards for successful advancement. Evaluation of a candidate for promotion is a separate process than evaluation for tenure.*

*Application for promotion to Associate Professor may occur in the same academic year as tenure, or promotion may occur a year prior to tenure in exceptional cases (see*

*discussion, below).*

 **A. PROMOTION FROM INSTRUCTOR TO ASSISTANT PROFESSOR**

Regular Instructors are not eligible for promotion to Assistant Professor. The exception is when an individual who is hired to be an Assistant Professor does not complete the Ph.D. prior beginning the job and is thus hired temporarily as an Instructor (with corresponding lower pay) until all requirements are completed. In

such a case, the faculty member in question should refer to his or her letter of offer for the specifics regarding the time limit for completion of the degree.

**B. PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR**

After five years in rank as an Assistant Professor, faculty members are expected to apply for promotion. Faculty members wishing to be considered for promotion will submit a dossier, prepared in accordance with the guidelines in the Faculty Handbook, early in the fall semester of their sixth year in the program. In some exceptional cases, faculty members may apply for promotion at the start of their fifth year. In such cases, the faculty member must demonstrate that he or she has already exceeded all criteria for promotion, although such accomplishment is not a guarantee of promotion. Faculty members should consult with the department chair and the personnel committee regarding the timeline for applying for promotion, the details of the application process, and the date materials are due.

Dossiers will be evaluated as holistically as possible with an eye towards how the person’s body of work, as a whole, contributes to the missions of the department, the college, and the university. The research, teaching, and service activities of the faculty member will be reviewed, along with his or her effectiveness in interpersonal relationships. Although minimal standards exist in all areas, faculty

members need to demonstrate particular strength in either teaching or research to be awarded promotion to Associate Professor. Meeting minimum expectations in all areas will not merit promotion. If a candidate has a record of minimally acceptable teaching, then he or she should be at the upper-end of the range of research productivity. Similarly, if a candidate’s research productivity is at the lower end of the scale, then he or she will need to demonstrate exceptional teaching. It is up to each candidate to contextualize and explain this in his or her dossier.

**1. Research Expectations**

To merit promotion from Assistant to Associate Professor, a faculty member must demonstrate a clear pattern of ongoing scholarly activity while at the University of Southern Mississippi. This research must include the development of post- dissertationa work and clear future plans for on-going scholarly activity. Some

flexibility exists regarding the product of this activity, but all successful candidates for promotion must meet the minimal departmental requirement for publications that have undergone a professional, peer-reviewed process. Faculty members must have

1) at least 3-5 articles published in scholarly journals or 2) a monograph published with a reputable academic press (non-academic presses will be considered on a case-

a “Post-dissertation” refers to work that is either a new project or a substantial re-examination of data collected during the dissertation process.

by-case basis). Book chapters in peer-reviewed edited volumes published with a reputable academic press will also be accepted as the equivalent of a scholarly article if the faculty member has at least two articles published in scholarly journals. Publications must be either in print, available on-line, or in page proofs to be considered as “published” by the committee. Although not all publications must be sole-authored, the promotion committee must be able to evaluate the candidate’s individual scholarship. Because we are an interdisciplinary department (and, if successful, the candidate’s dossier will be additionally reviewed by others across campus), each candidate should explain the quality and rigor of the publication outlets for his or her work and should understand that the quantity of the work will be compared to the quality of the work.

In addition to these requirements, faculty members should demonstrate other forms of participation in their disciplines, for example in the form of conference presentations, encyclopedia entries, or published abstracts.

**2. Teaching Expectations**

The tenure-track faculty members in the Department of Anthropology and Sociology teach a standard load of three courses per semester. The anthropology faculty teach a mixture of undergraduate and graduate courses and are expected to work individually with graduate students on thesis/project research. Some graduate students serve as teaching assistants to support faculty members. The sociology faculty teach primarily undergraduate courses and do not have any teaching assistant support. They also serve less frequently on graduate committees. Because of the different expectations placed on faculty in the two programs, faculty members have varied obligations related to teaching and the connection between teaching and research.

Effective teaching is an expectation within the department, and faculty must demonstrate such teaching in order to achieve promotion in rank. Candidates for promotion can demonstrate this effectiveness in diverse ways. For all faculty members, the following materials must be included:

a) Annual evaluation of teaching scores and comments

b) Examples of syllabi and assignments

c) Student evaluations

In addition to these materials, commonly accepted data sources may include, but are not limited to:

d) Peer evaluation of classes

e) Classroom visitation by the Department Chair

f) New courses or course materials developed by the candidate

g) Participation in workshops or training related to teaching

h) Examples of student papers, graduate student theses, or other work

i) Letters of support from graduate students

j) Student and alumni achievement

 **3. Service Expectations**

Service is a routine part of the role of a faculty member. Faculty are obligated to attend all regular faculty meetings, participate in tenure and promotion decisions on which they are eligible to vote, advise students (both graduate and undergraduate in the case of anthropology), and participate in addressing departmental needs and obligations identified by the chair. In addition to these routine obligations, faculty members are also expected to engage in service to the college, university, profession, and/or community. This service should be related to their areas of expertise when not directly serving the college, university, or profession.

Over the career of a faculty member, opportunities for (and qualifications for) different forms of service will be available. In the first five years as an assistant professor, it is expected that the service of faculty members will be heavily weighted towards department service with some additional service in at least one other area (e.g., college committees, university, community service). Examples of possible service activities include but are not limited to:

a) Participating in departmental, college, or university committees b) Advising student organization

c) Organizing visiting lectures

d) Recruiting for the major and/or graduate program e) Coordinating undergraduate program

f) Directing graduate program

g) Serving on graduate committees (e.g., M.A.)

h) Interviewing/evaluating scholarship candidates i) Chairing search committee

j) Reviewing manuscripts for academic journals

k) Serving on editorial boards of journals l) Editing a journal

m) Service to professional organizations

n) Consulting for organizations or groups (pro bono)

o) Presenting in workshops for area professionals

p) Serving on advisory boards for community groups q) Lecturing in community groups or schools

r) Mentoring high school students

**Collegiality**

In addition to the above standards regarding teaching, research, and service, a candidate for

promotion must demonstrate a spirit of collegiality in the work environment. An atmosphere of respect that supports faculty accomplishment is essential to a strong department, and faculty members are expected to support their colleague’s successes, take responsibility for their own actions, and avoid conduct that would undermine or hamper a colleague’s efforts to conduct research, teach effectively, or serve our communities. Faculty members should reflect the highest standards of academic integrity and professionalism in their work. In part this means that faculty members are expected to cooperate with departmental and program efforts and should avail themselves of opportunities to contribute to the success of program and department initiatives. We value a mutually supportive and encouraging work environment that allows all faculty members to thrive, and candidates for promotion should exhibit this collegiality.

**C. PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR**

After five years in rank as an Associate Professor, faculty members are eligible to apply for promotion to Full Professor. Faculty members who meet this requirement and want to apply for promotion should meet with the Department Chair in early Spring semester of the year preceding the fall they wish to apply. Faculty are expected to be at least in their fifth full year of service in the rank of Associate Professor.

At that initial meeting, the candidate should give the Chair a list of possible external reviewers for his or her dossier. These reviewers should be experts in the specialty area of the candidate but not close friends or otherwise have a conflict of interest. It is the responsibility of the Department Chair to contact reviewers for the dossier of the candidate. The Chair will contact two people from the list provided by the candidate and one additional reviewer not suggested. During the spring term and early summer, the candidate should provide the Chair with an updated electronic copy of his or her vita, along with any other materials requested by the reviewers. The reviewers will be asked to submit a letter of evaluation of the candidate to the Department Chair by the first week of September.

The candidate will submit a hard copy dossier, prepared in accordance with the guidelines in the Faculty Handbook, early in the fall semester. Faculty members should consult with the department chair and the personnel committee regarding the timeline for applying for promotion, the details of the application process, and the date materials are due. Dossiers will be evaluated as holistically as possible with an eye towards how the person’s body of work, as a whole, contributes to the missions of the department, the college, and the university. The research, teaching, and service activities of the faculty member will be reviewed, along with his or her collegiality. Letters of evaluation from external reviewers will play a significant role in evaluating the prominence and contributions of the candidate’s work in the discipline.

The promotion of a candidate to Full Professor indicates that the faculty member has achieved demonstrable distinction, not only in his or her role at this university but also in the profession as a whole.

 **1. Research Expectations**

To merit consideration for promotion from Associate Professor to Full Professor, a faculty member must demonstrate consistent productivity and a clear research focus. As with promotion from Assistant to Associate, a candidate for promotion to Full must demonstrate a minimal level of professional, peer-reviewed publications published since promotion to associate professor, to include 1) at least 3-5 articles in scholarly journals or

2) a book with a reputable academic press. Book chapters in peer-reviewed edited volumes published with a reputable academic press will also be accepted as the equivalent of a scholarly article if the faculty member has at least two articles published in scholarly journals. Publications must be either in print, available on-line, or in page proofs to be considered by the committee. To be considered for promotion to Full Professor, publications are expected to reflect a clearly articulated research agenda and consistently high quality of research. Faculty members are also expected to be active participants in their discipline, through regular conference presentations, manuscript review, editorial board service, and/or other means.

 **2. Teaching Expectations**

The effective teaching record that enabled the candidate to be promoted from Assistant Professor to Associate Professor should have continued and further matured during the years the candidate served as Associate Professor. As noted in the above section on promotion to Associate Professor, the Department of Anthropology and Sociology is a diverse department. Those in sociology teach only in an undergraduate program, but the anthropology faculty teach in both an undergraduate and graduate program. It is expected that candidates for Full Professor have demonstrated leadership in teaching of graduate students, where possible, as well as quality teaching at the undergraduate level.

Candidates for promotion to Full Professor can document their teaching performance in diverse ways. For all faculty members, the following materials must be included:

a) Annual evaluation of teaching scores and comments

b) Examples of syllabi and assignments

c) Student evaluations

In addition to these materials, commonly accepted data sources may include, but are not limited to:

d) Peer evaluation of classes

e) Classroom visitation by the Department Chair

f) New courses or course materials developed by the candidate

g) Participation in workshops or training related to teaching

h) Examples of student papers, graduate student theses, or other work

i) Letters of support from graduate students

j) Student and alumni achievement

 **3. Service Expectations**

All faculty members in the department perform a range of service as a routine part of the job. Obligations exist for faculty to attend all regular faculty meetings, participate in tenure and promotion decisions on which they are eligible to vote, advise students (both graduate and undergraduate in the case of anthropology), and participate in addressing departmental needs and obligations identified by the chair.

In addition to these routine obligations, faculty members are also expected to engage in service to the college, university, profession, and/or community. This service should be related to their areas of expertise when not directly serving the college, university, or profession. In the case of those candidates for promotion to Full Professor, the service should be beyond that necessary to the department and college. These candidates should demonstrate active service to the university and profession and ideally will serve the community as well. Although not everyone’s area of expertise is amenable to broader community connections, many faculty members will have opportunities to serve non- academic audiences.

Those faculty members who are Full Professors are expected to take a leadership role in the routine service they perform for the program and department. This leadership can be demonstrated through mentorship of junior faculty members, taking the lead on service tasks, or otherwise through their conduct and collaborative attitude contributing to the well-being of the program/department and those who are earlier in their careers.

Candidates for promotion to Full Professor should document their service activities, describing as appropriate the roles they have taken in them. Examples of possible service activities include but are not limited to:

a) Leading/Participating in departmental, college, or university committees

b) Advising student organization

c) Organizing visiting lectures

d) Recruiting for the major and/or graduate program

e) Coordinating undergraduate program

f) Directing graduate program

g) Serving on graduate committees (e.g., M.A.)

h) Interviewing/evaluating scholarship candidates

i) Chairing search committee

j) Reviewing manuscripts for academic journals

k) Serving on editorial boards of journals

l) Editing a journal

m) Service to professional organizations

n) Consulting for organizations or groups (pro bono)

o) Presenting in workshops for area professionals

p) Serving on advisory boards for community groups

q) Lecturing in community groups or schools

r) Mentoring high school students

**Collegiality**

As noted in the earlier section on promotion to Associate Professor, the Department of

Anthropology and Sociology values a mutually supportive and encouraging work environment

that allows all faculty members to thrive. An atmosphere of respect that supports faculty accomplishment is important, and faculty members are expected to avoid conduct that would hamper a colleague’s success. Therefore, in addition to the above standards regarding teaching, research, and service, a candidate for promotion to Full Professor must demonstrate an outstanding spirit of collegiality in the work environment. While all faculty members are expected to contribute to a collegial, healthy department, those who are Full Professors should take a leadership role in setting a collegial tone and a supportive culture in the day-to-day life of the department. Candidates for promotion should demonstrate encouragement of junior colleagues and other ways in which they have helped to create a mutually supportive and encouraging work environment.

**II. TENURE**

Academic tenure is granted to members of the academic staff of the university at the discretion

of the Board of Trustees. Discussion of Board Authority over academic tenure and the definition

of tenure can be found in the university’s Faculty Handbook. The awarding of tenure is a privilege and is not granted solely for time in service to the university. Two types of tenure proceedings occur within the department and the broader university: Pre-tenure review (formerly known as “third year review”) and tenure award processes. Stipulations regarding who may participate in these two deliberations can be found in the Faculty Handbook.

**A. Pre‐Tenure Review**

Pre-tenure reviews are conducted for all non-tenured, tenure-track faculty in the department in the spring term of the third year of employment. Faculty members who are up for Pre-Tenure Review should submit dossiers for consideration to the Chair in January of the term of review; it is the responsibility of the Chair to communicate the specific date for submission of the dossiers to candidates.

The dossiers submitted by faculty should follow the format of the tenure and promotion dossiers as described on the website for the Office of the Provost. In addition to the three sections on teaching, research, and service, candidates should also provide copies of their annual evaluations given during their first two years in the department. The three main sections should also include brief (approximately two page) overviews of the faculty member’s activities in that area and the plans for the next three years. For example, the research section should be prefaced with a narrative about research activities since arrival at the university and indicate plans for research between Pre-Tenure Review and application for tenure three years later.

Faculty members up for Pre-Tenure Review are evaluated specifically with an eye towards what progress they have made on the research, teaching, and service standards established for tenure and promotion (see discussions, above and below). The department recognizes that the dossiers are submitted with only 2.5 years as a faculty member in the program, years that include a period of adjustment to the new role as a professor. The years between Pre-Tenure Review and Tenure application are expected to be more productive (in terms of publications in particular) than the years between arrival and Pre-Tenure Review. That said, faculty members are expected by their third year at the university to demonstrate that they are on the right path towards a productive research agenda, that they are developing solid teaching skills, and that they are engaging in service. In addition, faculty members should demonstrate collegiality in their everyday work

lives within the department.

Pre-Tenure Review is designed to identify strengths regarding the faculty member’s first few years in teaching, service, and research and to point to areas for development between the third and sixth years. The outcome of a Pre-Tenure Review should be a clear understanding on the part of the department and the faculty member regarding what is on track for tenure and what areas need to be strengthened. If a candidate is determined by the various deliberative bodies to have made irreversibly unsatisfactory progress towards tenure in teaching, research, and/or service, or the faculty member severely violates standards of collegiality, he or she will be given a terminal contract for the fourth year of employment.

**B. Tenure**

The Department of Anthropology and Sociology recognizes academic tenure as an award that differs from promotion in that it is a recognition not just of a faculty member’s current record of excellence in teaching, research, and service but also, based on serious evaluation, the expectation that such excellence will continue to make a positive contribution to the goals and mission of the department and university for the foreseeable future. Therefore, tenure is a privilege, not a right, and serves as an indication that the evaluative bodies at the university have seen promise in the candidate and clear indications of a trajectory of future successes and quality contributions in all areas of scholarly life.

To be considered for tenure, faculty members must have completed a probationary period of five to seven academic years, during which they were annually evaluated on their performance in teaching, research, and service. Normally, a faculty member who wishes to be recommended for tenure will apply during their sixth year of full-time employment with the university. If recommended for tenure by the President and the Board of Trustees, the faculty member will be tenured effective at the start of their seventh year of employment. If not approved for tenure, the faculty member will generally be given a terminal contract for their seventh year.

Consideration for tenure prior to the sixth year occurs when faculty members are hired with prior employment that resulted in years of credit granted towards tenure. If this situation is the case,

the details will be stipulated in the letter of offer made at the time of hiring.

Extenuating circumstances may be a basis for postponing the tenure consideration until the seventh year of employment. In such cases, a formal petition must be made to the Department Chair and college Dean, and approved by the Provost in the spring of the fifth year of employment. Discussions of process and procedure regarding awarding of tenure can be found in the Faculty Handbook.

**III. PROMOTION (Non-tenure-track teaching positions)**

Teaching Instructors, Lecturers, and Professors are non-tenure track appointments. Instructors and Lecturers are not required to have a terminal degree in their field of study. Teaching Professors are required to have a terminal degree in their field of study or a closely related discipline.

**A. Promotion from Instructor to Lecturer**

After five years in rank as an Instructor, faculty members may apply for promotion. Faculty members wishing to be considered for promotion will submit a dossier, prepared in accordance with the guidelines in the Faculty Handbook, early in the fall semester of their sixth year in the program. Faculty members should consult with the department chair and the personnel committee regarding the timeline for applying for promotion, the details of the application process, and the date materials are due.

Dossiers will be evaluated as holistically as possible with an eye towards how the person’s body of work, as a whole, contributes to the missions of the department, the college, and the university. The teaching, service, and scholarly engagement activities of the faculty member will be reviewed, along with his or her effectiveness in interpersonal relationships. Although minimal standards exist in all areas, faculty members need to demonstrate particular strength in teaching to be awarded promotion to Lecturer. Meeting minimum expectations in all areas will not merit promotion.

**1. Teaching Expectations**

Faculty members on the teaching track pathway in the Department of Anthropology and Sociology teach a standard load of four courses per semester.

Excellence in teaching is an expectation within the department, and faculty must demonstrate such teaching in order to achieve promotion in rank. Candidates for promotion can demonstrate this effectiveness in diverse ways. For all faculty members, the following materials must be included:

a) Annual evaluation of teaching scores and comments

b) Examples of syllabi and assignments

c) Student evaluations

In addition to these materials, commonly accepted data sources may include, but are not limited to:

d) Peer evaluation of classes

e) Classroom visitation by the Department Chair

f) New courses or course materials developed by the candidate

g) Participation in workshops or training related to teaching

h) Examples of student papers, graduate student theses, or other work

i) Letters of support from graduate students

j) Student and alumni achievement

**2. Service and Scholarly Engagement Expectations**

During the years the candidate served as Instructor, the candidate must have demonstrated a clear pattern of excellent and innovative teaching. The candidate’s engagement in notable service activities should also have developed. Scholarly activity is encouraged but not required for instructor positions. Scholarly activity may be considered for promotion to Lecturer.

Service is a routine part of the role of a faculty member. Faculty are obligated to attend all regular faculty meetings, advise students (both graduate and undergraduate in the case of anthropology), participate in recruitment efforts, and participate in addressing departmental needs and obligations identified by the chair. Faculty may also participate in college and university service (as allowed by the faculty handbook guidelines) as well as service to the discipline. Other service activities may include:

 a) Service as director of the graduate program

 b) Organization of visiting lectures

 c) Service as editor of a journal

 d) Consultation for organizations or groups (pro bono)

 e) Presentation in workshop for area professionals

 f) Service on advisory board for community group

For those faculty engaged in scholarly activity, the following types of activities will be considered as evidence of scholarly productivity:

 a) Article published in a scholarly journal,

 b) Book chapter published in a peer-reviewed volume

 c) Data collection/analysis

d) Presentation at a regional or national professional conference

 e) Applied research product or report

 f) Book review or editorial in scholarly journal

 g) Grant proposal submission

 h) Service as grant reviewer

 i) Article published in a popular media outlet

 j) Encyclopedia entry

 b) Professional abstract

Additional forms of scholarly engagement may be approved, in consultation with the department chair and personnel committee.

**Collegiality**

In addition to the above standards regarding teaching, research, and service, a candidate for

promotion must demonstrate a spirit of collegiality in the work environment. An atmosphere of respect that supports faculty accomplishment is essential to a strong department, and faculty members are expected to support their colleague’s successes, take responsibility for their own actions, and avoid conduct that would undermine or hamper a colleague’s efforts to conduct research, teach effectively, or serve our communities. Faculty members should reflect the highest standards of academic integrity and professionalism in their work. In part this means that faculty members are expected to cooperate with departmental and program efforts and should avail themselves of opportunities to contribute to the success of program and department initiatives. We value a mutually supportive and encouraging work environment that allows all faculty members to thrive, and candidates for promotion should exhibit this collegiality.

**B. Promotion from Lecturer to Senior Lecturer**

After five years in rank as Lecturer, faculty members are eligible to apply for promotion to Senior Lecturer. Faculty members who meet this requirement and want to apply for promotion should meet with the Department Chair in early Spring semester of the year preceding the fall they wish to apply. Faculty are expected to be at least in their fifth full year of service in the rank of Lecturer.

The candidate will submit a hard copy dossier, prepared in accordance with the guidelines in the Faculty Handbook, early in the fall semester. Faculty members should consult with the department chair and the personnel committee regarding the timeline for applying for promotion, the details of the application process, and the date materials are due. Dossiers will be evaluated as holistically as possible with an eye towards how the person’s body of work, as a whole, contributes to the missions of the department, the college, and the university. The teaching, service, and scholarly engagement activities of the faculty member will be reviewed, along with his or her effectiveness in interpersonal relationships. Although minimal standards exist in all areas, faculty members need to demonstrate particular strength in teaching to be awarded promotion to Senior Lecturer. Meeting minimum expectations in all areas will not merit promotion.

**1. Teaching Expectations**

Faculty members on the teaching track pathway in the Department of Anthropology and Sociology teach a standard load of four courses per semester.

A continuing record of excellent and innovative teaching is an expectation within the department, and faculty must demonstrate such teaching in order to achieve promotion in rank. The effective teaching record that enabled the candidate to be promoted from Instructor to Lecturer should have continued and further matured during the years the candidate served as Lecturer. Candidates for promotion can demonstrate this effectiveness in diverse ways. For all faculty members, the following materials must be included:

a) Annual evaluation of teaching scores and comments

b) Examples of syllabi and assignments

c) Student evaluations

In addition to these materials, commonly accepted data sources may include, but are not limited to:

d) Peer evaluation of classes

e) Classroom visitation by the Department Chair

f) New courses or course materials developed by the candidate

g) Participation in workshops or training related to teaching

h) Examples of student papers, graduate student theses, or other work

i) Letters of support from graduate students

j) Student and alumni achievement

**2. Service and Scholarly Engagement Expectations**

During the years the candidate served as Lecturer, the candidate must have demonstrated a clear pattern of excellent and innovative teaching. The candidate’s engagement in notable service activities should also have continued to develop. Scholarly engagement is encouraged but not required for lecturer positions. Scholarly engagement may be considered for promotion to Senior Lecturer.

Service is a routine part of the role of a faculty member. Faculty are obligated to attend all regular faculty meetings, advise students (both graduate and undergraduate in the case of anthropology), participate in recruitment efforts, and participate in addressing departmental needs and obligations identified by the chair. Faculty may also participate in college and university service (as allowed by the faculty handbook guidelines) as well as service to the discipline. Other service activities may include:

 a) Service as director of the graduate program

 b) Organization of visiting lectures

 c) Service as editor of a journal

 d) Consultation for organizations or groups (pro bono)

 e) Presentation in workshop for area professionals

 f) Service on advisory board for community group

For those faculty engaged in scholarly activity, the following types of activities will be considered as evidence of scholarly productivity:

 a) Article published in a scholarly journal,

 b) Book chapter published in a peer-reviewed volume

 c) Data collection/analysis

d) Presentation at a regional or national professional conference

 e) Applied research product or report

 f) Book review or editorial in scholarly journal

 g) Grant proposal submission

 h) Service as grant reviewer

 i) Article published in a popular media outlet

 j) Encyclopedia entry

 b) Professional abstract

Additional forms of scholarly engagement may be approved, in consultation with the department chair and personnel committee.

**Collegiality**

As noted in the earlier section on promotion to Lecturer, the Department of

Anthropology and Sociology values a mutually supportive and encouraging work environment that allows all faculty members to thrive. An atmosphere of respect that supports faculty accomplishment is important, and faculty members are expected to avoid conduct that would hamper a colleague’s success. Therefore, in addition to the above standards regarding teaching, research, and service, a candidate for promotion to Senior Lecturer must demonstrate an outstanding spirit of collegiality in the work environment. While all faculty members are expected to contribute to a collegial, healthy department, those who are Senior Lecturers should take a leadership role in setting a collegial tone and a supportive culture in the day-to-day life of the department. Candidates for promotion should demonstrate encouragement of junior colleagues and other ways in which they have helped to create a mutually supportive and encouraging work environment.

**C. Promotion from Assistant Teaching Professor to Associate Teaching Professor**

After five years in rank as an Assistant Teaching Professor, faculty members may apply for promotion. Faculty members wishing to be considered for promotion will submit a dossier, prepared in accordance with the guidelines in the Faculty Handbook, early in the fall semester of their sixth year in the program. Faculty members should consult with the department chair and the personnel committee regarding the timeline for applying for promotion, the details of the application process, and the date materials are due.

Dossiers will be evaluated as holistically as possible with an eye towards how the person’s body of work, as a whole, contributes to the missions of the department, the college, and the university. The teaching, service, and scholarly engagement activities of the faculty member will be reviewed, along with his or her effectiveness in interpersonal relationships. Although minimal standards exist in all areas, faculty members need to demonstrate particular strength in teaching to be awarded promotion to Associate Teaching Professor. Meeting minimum expectations in all areas will not merit promotion.

**1. Teaching Expectations**

Faculty members on the teaching track pathway in the Department of Anthropology and Sociology teach a standard load of four courses per semester. The anthropology faculty teach a mixture of undergraduate and graduate courses and are expected to work individually with graduate students on thesis/project research. Some graduate students serve as teaching assistants to support faculty members. The sociology faculty teach primarily undergraduate courses and do not have any teaching assistant support. They also serve less frequently on graduate committees. Because of the different expectations placed on faculty in the two programs, faculty members have varied obligations related to teaching and the connection between teaching, service, and scholarly engagement.

Excellent and innovative teaching is an expectation within the department, and faculty must demonstrate such teaching in order to achieve promotion in rank. Candidates for promotion can demonstrate this effectiveness in diverse ways. For all faculty members, the following materials must be included:

a) Annual evaluation of teaching scores and comments

b) Examples of syllabi and assignments

c) Student evaluations

In addition to these materials, commonly accepted data sources may include, but are not limited to:

d) Peer evaluation of classes

e) Classroom visitation by the Department Chair

f) New courses or course materials developed by the candidate

g) Participation in workshops or training related to teaching

h) Examples of student papers, graduate student theses, or other work

i) Letters of support from graduate students

j) Student and alumni achievement

**2. Service and Scholarly Engagement Expectations**

During the years the candidate served as Assistant Teaching Professor, the candidate must have demonstrated a clear pattern of excellent and innovative teaching. The candidate’s engagement in notable service activities should also have developed. Scholarly engagement is also expected of Assistant Teaching Professor positions and will be considered for promotion to Associate Teaching Professor.

Service is a routine part of the role of a faculty member. Faculty are obligated to attend all regular faculty meetings, advise students (both graduate and undergraduate in the case of anthropology), participate in recruitment efforts, and participate in addressing departmental needs and obligations identified by the chair. Faculty may also participate in college and university service (as allowed by the faculty handbook guidelines) as well as service to the discipline. Other service activities may include:

 a) Service as director of the graduate program

 b) Organization of visiting lectures

 c) Service as editor of a journal

 d) Consultation for organizations or groups (pro bono)

 e) Presentation in workshop for area professionals

 f) Service on advisory board for community group

The following types of activities will be considered as evidence of scholarly engagement:

 a) Article published in a scholarly journal,

 b) Book chapter published in a peer-reviewed volume

 c) Data collection/analysis

d) Presentation at a regional or national professional conference

 e) Applied research product or report

 f) Book review or editorial in scholarly journal

 g) Grant proposal submission

 h) Service as grant reviewer

 i) Article published in a popular media outlet

 j) Encyclopedia entry

 b) Professional abstract

Additional forms of scholarly engagement may be approved, in consultation with the department chair and personnel committee. Candidates for promotion to Associate Teaching Professor should demonstrate some scholarly engagement on a yearly basis.

**Collegiality**

In addition to the above standards regarding teaching, research, and service, a candidate for

promotion must demonstrate a spirit of collegiality in the work environment. An atmosphere of respect that supports faculty accomplishment is essential to a strong department, and faculty members are expected to support their colleague’s successes, take responsibility for their own actions, and avoid conduct that would undermine or hamper a colleague’s efforts to conduct research, teach effectively, or serve our communities. Faculty members should reflect the highest standards of academic integrity and professionalism in their work. In part this means that faculty members are expected to cooperate with departmental and program efforts and should avail themselves of opportunities to contribute to the success of program and department initiatives. We value a mutually supportive and encouraging work environment that allows all faculty members to thrive, and candidates for promotion should exhibit this collegiality.

**D. Promotion from Associate Teaching Professor to Teaching Professor**

After five years in rank as an Associate Teaching Professor, faculty members may apply for promotion. Faculty members wishing to be considered for promotion will submit a dossier, prepared in accordance with the guidelines in the Faculty Handbook, early in the fall semester of their sixth year in the program. Faculty members should consult with the department chair and the personnel committee regarding the timeline for applying for promotion, the details of the application process, and the date materials are due.

Dossiers will be evaluated as holistically as possible with an eye towards how the person’s body of work, as a whole, contributes to the missions of the department, the college, and the university. The teaching, service, and scholarly engagement activities of the faculty member will be reviewed, along with his or her effectiveness in interpersonal relationships. Although minimal standards exist in all areas, faculty members need to demonstrate particular strength in teaching to be awarded promotion to Teaching Professor. Meeting minimum expectations in all areas will not merit promotion.

**1. Teaching Expectations**

Faculty members on the teaching track pathway in the Department of Anthropology and Sociology teach a standard load of four courses per semester. The anthropology faculty teach a mixture of undergraduate and graduate courses and are expected to work individually with graduate students on thesis/project research. Some graduate students serve as teaching assistants to support faculty members. The sociology faculty teach primarily undergraduate courses and do not have any teaching assistant support. They also serve less frequently on graduate committees. Because of the different expectations placed on faculty in the two programs, faculty members have varied obligations related to teaching and the connection between teaching, service, and scholarly engagement.

Excellent and innovative teaching is an expectation within the department, and faculty must demonstrate such teaching in order to achieve promotion in rank. Candidates for promotion can demonstrate this effectiveness in diverse ways. For all faculty members, the following materials must be included:

a) Annual evaluation of teaching scores and comments

b) Examples of syllabi and assignments

c) Student evaluations

In addition to these materials, commonly accepted data sources may include, but are not limited to:

d) Peer evaluation of classes

e) Classroom visitation by the Department Chair

f) New courses or course materials developed by the candidate

g) Participation in workshops or training related to teaching

h) Examples of student papers, graduate student theses, or other work

i) Letters of support from graduate students

j) Student and alumni achievement

**2. Service and Scholarly Engagement Expectations**

Although teaching track faculty must demonstrate a clear pattern of excellent teaching, candidates for promotion to Teaching Professor must also engage in service and, following promotion to Associate Teaching Professor, notable scholarly activities.

During the years the candidate served as Associate Teaching Professor, the candidate must have continued a clear pattern of excellent and innovative teaching. The candidate’s engagement in notable service and scholarly engagement activities should also have continued to develop.

Service is a routine part of the role of a faculty member. Faculty are obligated to attend all regular faculty meetings, advise students (both graduate and undergraduate in the case of anthropology), participate in recruitment efforts, and participate in addressing departmental needs and obligations identified by the chair. Faculty may also participate in college and university service (as allowed by the faculty handbook guidelines) as well as service to the discipline. Other service activities may include:

 a) Service as director of the graduate program

 b) Organization of visiting lectures

 c) Service as editor of a journal

 d) Consultation for organizations or groups (pro bono)

 e) Presentation in workshop for area professionals

 f) Service on advisory board for community group

The following types of activities will be considered as evidence of scholarly engagement:

 a) Article published in a scholarly journal,

 b) Book chapter published in a peer-reviewed volume

 c) Data collection/analysis

d) Presentation at a regional or national professional conference

 e) Applied research product or report

 f) Book review or editorial in scholarly journal

 g) Grant proposal submission

 h) Service as grant reviewer

 i) Article published in a popular media outlet

 j) Encyclopedia entry

 b) Professional abstract

Additional forms of scholarly engagement may be approved, in consultation with the department chair and personnel committee. Candidates for promotion to Teaching Professor should demonstrate scholarly engagement on a yearly basis.

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promotion must demonstrate a spirit of collegiality in the work environment. An atmosphere of respect that supports faculty accomplishment is essential to a strong department, and faculty members are expected to support their colleague’s successes, take responsibility for their own actions, and avoid conduct that would undermine or hamper a colleague’s efforts to conduct research, teach effectively, or serve our communities. Faculty members should reflect the highest standards of academic integrity and professionalism in their work. In part this means that faculty members are expected to cooperate with departmental and program efforts and should avail themselves of opportunities to contribute to the success of program and department initiatives. We value a mutually supportive and encouraging work environment that allows all faculty members to thrive, and candidates for promotion should exhibit this collegiality.

**Submitted: March 27, 2017 by the faculty of the Department of Anthropology and Sociology**

Ann Marie Kinnell Date

Department Chair

 Date

Maureen Ryan

Dean, College of Arts & Letters

Steven Moser Date

Provost