Department of Anthropology

College of Letters, Arts and Sciences
University of Colorado Colorado Springs

Criteria, Standards and Evidence for
Reappointment, Promotion and Tenure

July 1, 2023

Department of Anthropology Criteria for Personnel Actions

The following are standards for personnel actions in the Department of Anthropology. Anthropology is an extremely diverse field, and academic production in the different subfields is often disparate because of the nature of the research required and the intended audience(s) for publication or other outreach. (*For details on publication patterns generally and then within the four subfields, please see the final section of this document.)

In the field as a whole, there is a growing trend toward applied research and related work that responds directly to community or public needs. In applied work, public outreach is considered equivalent to publication when it meets two conditions: it must be based on theoretically-informed research and involve application of research results, and those results should be presented in a public format or otherwise reach a public audience, particularly within the communities affected by the research. Dissemination and assessment of research may take the form of communication with local communities and government or private sector groups as well as publications aimed at other academic scholars. The Department of Anthropology also recognizes the importance of attending to and embodying principles of diversity, equity, inclusion, and accessibility (DEIA) in all three areas of evaluative performance.

Given the directions that the profession is moving, we define these terms as follows:

A. Teaching and student mentoring
   a. Teaching is a scholarly and dynamic endeavor and covers a broad range of activities, including but not limited to: a consistent record of effective teaching; continuing curriculum development; active contribution to departmental programs; offering credit courses, non-credit courses, seminars, workshops, and distance learning programs; supervising internships, theses, and dissertations; serving on graduate thesis and dissertation committees; directing student research.
   b. The central elements of student mentoring and advising are a genuine and sustained concern for students as persons and belief in their capacity for self-directed growth. Effective mentorship and advising of students and alumni includes: guiding students on their academic course trajectory, applications to graduate school and funding opportunities, research projects, internship and career options and opportunities, and academic concerns.
B. Scholarship
   a. "Scholarship is defined broadly to include basic research, the integration of knowledge, the transformation of knowledge through the intellectual work involved in teaching and facilitating learning, and the application of knowledge to solve a compelling problem in the community. The department values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, teaching, and engagement." – From Seattle University Promotion to Full Criteria, Appendix C
   b. Ernest Boyer published Scholarship Reconsidered: Priorities of the Professoriate in 1990 for the Carnegie Foundation for the Advancement of Teaching. In this text, Boyer broke scholarship down into four areas to better define and articulate the various types of scholarship, and the UCCS Task Force added a fifth category. Within

our tiers of scholarship (see Evaluation Measures), we integrate these five types of scholarship:

    i. Scholarship of Discovery – this is what most now view as basic research.

    ii. Scholarship of Integration – this is where meaning is given to facts across disciplines in the larger context. It may mean working with non-specialists in collaboration or consultation.

    iii. Scholarship of Application – this is where we use our expertise in our special fields of knowledge and apply that expertise to real-world problems.

    iv. Scholarship of Teaching and Learning (SoTL) – this is the serious, rigorous study of teaching and learning that evolves into the sharing of pedagogical research. In addition to these categories,

    v. The Task Force proposes an additional category 5. Scholarship of Creative Works – this is the artistry that creates new insights and interpretations. UCCS Task Force Report on RPT 2007 page 13

    c. See also page 3 of CREST "Scholarship Reconsidered" February 2023

C. Leadership, professional service, and public engagement: Commitment to University Leadership and Institution Building meaning faculty members at all ranks are expected to provide some form of leadership to the University, their College or School, their professional community, or the community at large.

Another important consideration in anthropology is the question of ethics, given that we often conduct our work within communities that are directly affected by research results. According to the code of ethics of the American Anthropological Association, our first responsibility is to the communities where we conduct our research (or descendant communities, in the case of archaeology). Thus, anthropological research and/or associated data should not be published if publication would have the potential to negatively affect host, collaborating, or descendant communities. This further highlights the importance of considering public outreach work, policy reports, or technical reports as commensurate with other forms of publication.

Given the role of non-academic stakeholders in our work, and the applied nature of it, we recognize that individual Faculty Responsibility Statements (FRS) will be important factors in considering promotion and tenure decisions. The parameters of each FRS will affect which criteria are emphasized and which less emphasized in each particular case; some may even integrate new areas of practice.

As permitted in APS 1022, as a standard practice, the faculty of Anthropology will rely on the evaluation of the Primary Unit Evaluation Committee. The Department Chair shall serve on all PUECs.

The Department of Anthropology recognizes the risk that can be involved in the pursuit of creative and innovative teaching and research efforts, especially public and applied research. We will take into consideration the risk factor of the teaching and research efforts of the candidate in the evaluation of the "success" and quality of the work. The lists that follow of types of evidence that can be used to assess the progress of a candidate towards promotion is a list of suggestions only and is neither all-inclusive nor a checklist of requirements. Again – please

be sure to note specific publication patterns for each of the four subfields of anthropology at the end of this document.

Evaluation Criteria

I. Criteria for Initial Reappointment Review

    i. Teaching and student mentoring: The faculty member must be a competent teacher. Given that new faculty may be introducing and developing new classes while teaching some established classes for the first time, student evaluations may vary at this stage, and they may not have had time yet to complete other teaching assessments. (See measures of teaching effectiveness, below; please also see FCQ disclaimer in that section.)

   ii. Scholarship: The faculty member will demonstrate that they have an active research program that shows promise of making significant contributions. At this point in a career, evidence of this performance can include grant proposals and completed unpublished manuscripts, and/or preliminary community outreach work. The nature of anthropological research is that, for continuity reasons, some of this work may have been (but does not have to have been) initiated before the faculty member arrived at UCCS.

  iii. Leadership, professional service, and public engagement: At this stage, the faculty member is expected to have a minimal service component, and that at the department level.

II. Criteria for Comprehensive Reappointment Review

The candidate must demonstrate sufficient progress toward tenure to justify reappointment. The candidate's records of teaching, research, and service are evaluated separately, indicating whether the candidate is "on track for tenure" and meritorious or excellent in teaching and student mentoring, scholarship, and leadership, professional service, and public engagement; "not yet on track for tenure but could meet standards for tenure with appropriate corrections"; or "not on track for tenure."

    i. Teaching and student mentoring: For a meritorious rating at this stage, the faculty member must demonstrate effective teaching and active contribution to departmental programs, including curriculum development in their area of expertise and student mentoring. Excellence in this area can include a demonstrated commitment to pedagogical development, creation of new courses or updates to existing courses to reflect disciplinary development, or incorporation of outside-of-the-classroom activities. When appropriate, the department seeks to engage its undergraduate majors in research activities – either designing their own or in partnership with faculty. At this stage the candidate might facilitate such work by providing students with opportunities for internships, field work, campus student engagement, and community partnerships. (Please see FCQ disclaimer in measures of teaching effectiveness, below.)

   ii. Scholarship: For a meritorious rating, the faculty member must be able to demonstrate scholarly accomplishment beyond that of their doctoral research. It is especially important to have established a program of scholarly research. In anthropology, preparation and

fieldwork can fill two or three years without producing publishable results. Evidence of excellent progress at this stage can include grant writing, contracting, production of practical resources for community use or application, or establishment of cooperative agreements. Alternative evidence of excellence might be publications or public outreach with appreciable results.

iii. Leadership, professional service, and public engagement: For a meritorious evaluation, the faculty member will have some committee service above the department level, or equivalent community service. Excellence in this area might include more than one committee above the department level, service in professional organizations, any service or leadership at the college or University level, and/or extensive public or professional engagement or community outreach in a professional capacity.

III. Tenure and/or Promotion to Associate Professor Review

i. Teaching and student mentoring: Meritorious performance must include a consistent record of effective teaching, student mentoring, continuing curriculum development, and active contribution to departmental programs. According to Regent Administrative Policy Statement 1022, section IV.B., "A recommendation of tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting" (please see general definitions in introduction (sec. A.a.).
Further evidence of excellence in teaching can also include any of the following: building new departmental programs, conducting interdisciplinary collaborative work and integrating students into hybrid teaching/research work (e.g. involving students directly in faculty research projects), demonstrating ongoing pedagogical development, creating new courses or substantially revising and updating existing courses to reflect disciplinary development, participating extensively in campus student engagement, contributing to the practice and/or scholarship of teaching and/or learning, and/or substantially incorporating outside-of-the-classroom activities. (Please see FCQ disclaimer in measures of teaching effectiveness, below.)

ii. Scholarship: For a meritorious evaluation, a faculty member must be an established scholar with a record of academic (including applied – scholarship of practice) productivity and prospects for continued contributions. Evidence of excellence in such accomplishment can include successful grant-writing and other fundraising; public outreach with appreciable results (see publication patterns, below); production of practical resources for community use or application; publication of monographs, technical reports, or policy reports (often refereed); refereed publications (journal articles and book chapters and/or book(s)); and/or scholarship of pedagogy within the field. At least half of this work must have been accomplished during the candidate's time at UCCS.

iii. Leadership, professional service, and public engagement: For meritorious performance, committee service above the department level is expected. Excellence in this area can include: more than two committees above the department level; service in professional organizations, any service at the University or CU system level; committee service on a

professional board (not required but can serve to demonstrate status as an established scholar). Extended community service on or off campus is likewise valued and rewarded, though not required.

IV. Promotion to Full Professor Review

CU System requirements for promotion to full professor: According to Regential policy, full professors "should have the terminal degree appropriate to their field or its equivalent, and (1) a record that, taken as a whole, may be judged to be excellent; and (2) a record of significant contribution to graduate and/or undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other[*]; and (3) a record since receiving tenure or promotion to Associate Professor that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research/creative work, and leadership and service." *The Department of Anthropology at UCCS is an undergraduate department only.

Promotion to Full Professor is based on a record demonstrating post-tenure evidence of excellent accomplishment and high competence in any two areas of faculty work. The concepts of excellent accomplishment and high competence are necessarily abstract because they must be applied to faculty working across a wide array of sub-disciplines. However, these concepts provide an effective and flexible method for maintaining high standards over time and across many different circumstances. This stage is demonstrated by excellent engagement and leadership in at least two areas of faculty work described below. Although candidates are not expected to have equal levels of commitment or equal responsibilities across all areas of faculty work, given the ways the three areas tend to inform one another in applied work within our discipline, demonstration of how those areas are articulated and how professional expertise is integrated throughout one's work is expected. The evaluation of excellent accomplishment and high competence is based on a holistic evaluation of the evidence of the quantity, quality and trajectory of work presented in the faculty member's dossier, and in light of the University's mission. The department recognizes that there are legitimate differences in faculty development needs, interests and abilities and recognizes that flexible criteria is needed to take these differences into account when evaluating a promotion to full dossier.

Recommendations for promotion to Professor will be based on a record of excellent accomplishment and high competence in any two or more areas of faculty work. Areas of faculty work to which a faculty member may apply their expertise include:

i. Teaching and student mentoring: Both prior to and since being promoted to associate professor, the faculty must have demonstrated a continued record of effective teaching both inside and outside the classroom, student mentorship, and active contribution to departmental programs including program development. Examples of excellence in this area can include willingness to innovate or incorporate innovative pedagogy in new or existing courses, involve students in research and experiential learning in new ways, or provide field experiences for students. Anthropology is an undergraduate department, so evaluation is primarily in that arena. However, invitations to serve on graduate

committees outside of the department are evidence of both excellent teaching/mentoring, and also external regional or national recognition of the candidate's expertise. (Please see FCQ disclaimer in measures of teaching effectiveness, below.)

ii. Scholarship: The faculty member must be able to demonstrate that both prior to and since their promotion to tenure their scholarship has developed or continues to develop significant influence within the appropriate field or fields. Excellence in this area might mean that this significance is recognized at the national level, but given the nature of applied research, that influence may be regional or even local in scope. Evidence of impact will be clear from scholarly production, broader recognition of expertise (see list of positive evidence of reputation in the field per subdiscipline, below), and from comments of external reviewers.

iii. Leadership, professional service, and public engagement: In addition to continued service for the department, the candidate must contribute in significant ways at the college level or above (e.g., contributing to faculty governance and/or chairing committees and serving on committees with heavy workloads). Significant community service and/or engagement, in a professional capacity, can stand in place of university service, as can committee membership in professional organizations. Extensive experience as Department Chair will be strongly recognized as contributing to a record of excellence.

V. Post-Tenure Review

Recognizing the many different ways in which post-tenure faculty contribute to the University, we define "meeting expectations" for purposes of post-tenure review as having achieved a rating of "meeting expectations" or higher on each of the annual merit reviews included in the time period under review, continuing to be productive in research/publications, continuing to demonstrate teaching effectiveness, and in some cases participating in institution-building or leadership roles beyond the department level. While professional plans are important, we recognize that within anthropology, research directions can shift due to changing circumstances in our communities of research, and those changes should be taken into consideration during the review. If a faculty member is deficient in meeting these criteria, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the deficiency such that a rating of "meeting expectations" is still appropriate. Ratings of "exceeding expectations" or "outstanding" will be awarded for exceeding these standards.

Evaluation Measures

I. Measures of Teaching and Student Mentoring Effectiveness

The department recognizes research that demonstrates that FCQs are not an effective measure of student learning, but rather of student satisfaction. In addition, we recognize that gender, ethnicity, race, and other factors create bias in FCQ results. For this reason, the department does not heavily weigh FCQs in evaluating the effectiveness of faculty teaching and student

learning. Instead, we take a multi-factor approach. As such, FCQs cannot account for over 30% of teaching assessment.

- **Portfolio**—All anthropology faculty will compile a portfolio that includes course syllabi, examples of exams, worksheets, etc. This portfolio will be made available to the department chair at times of annual review and formal personnel review.

In addition, all faculty must provide at least three other measures for consideration.

- **Peer evaluation** through in-class observation, team-teaching, or other formats
- **Changes in course syllabi and assignments** demonstrating use of student or peer feedback to modify courses in positive ways
- **Demonstrated updates to course materials and/or development of new courses** based on disciplinary developments
- **Demonstrated commitment to pedagogical development** through courses and workshops
- **Student mentorship** through direct supervision of independent study, honors theses, internships, undergraduate research presented at conferences, and/or extensive advising
- **Development of new programs** in response to disciplinary changes or evolving student needs
- **Unsolicited student comments and correspondence**
- **Faculty Course Questionnaires (FCQs)**
- **Awards and letters of commendation**
- **Intentional and broad incorporation of diversity, equity, and inclusion** into teaching practices, as demonstrated through assignments, classroom discussions or activities, engagement with media representing multiple perspectives, community engagement activities, or other approaches that are clearly identified in the syllabus and that go well beyond a diversity of reading materials.

II. Measures of Leadership, Professional Service, and Engagement

Evidence of this commitment includes, but is not limited to, the following:

- Improving the School/College's programmatic quality, reputation and operational efficiency;
- Participating on Departmental, Programmatic, College, University, and System committees;
- Participating in special academic projects like workshops, research groups, task forces, center, etc.;
- Training in how to provide for the specific needs of students;
- Mentoring other faculty;
- Linking professional skills and expertise to needs of campus and the community;
- Participating in interdisciplinary/cross-campus curriculum development or revision;

- Serving professional organizations through activities such as reviewing articles, organizing professional conferences, or serving a professional organization in a leadership capacity;
- Community or civic activity, such as meaningful involvement with commissions, boards, or public service organizations;
- Serving in ways and/or within groups or organizations that intentionally and broadly work to advance principles and structures of diversity, equity, inclusion, and accessibility
- Providing evidence of other measures as appropriate and relevant to the individual case

III. Measures of Scholarly Production in Anthropology (ranked 1, 2, and 3 – no particular order within rank):

Tier 1
- Book, ethnographic monograph, or technical report on major excavation or regional survey project that undergoes peer review
- Peer-reviewed articles in journals with national and international circulation and impact (including appropriate online journals)
- Major works in public or applied anthropology that may not take the form of academic publications
- Major grant proposals submitted (including pedagogical development grants)
- Major grant awarded
- Articles in published conference symposia that serve to report research to affected communities, countries, or descendant groups
- Chapters in edited volumes that undergo peer review
- Major publications that serve as resources for affected communities
- Museum exhibits with national exposure
- Peer-reviewed edited volume (with faculty member as editor or co-editor)
- Major research-based creative works using disciplinary knowledge
- Textbook
- Published full-length articles in peer-reviewed conference proceedings
- Design of major public outreach materials based on expertise
- Design of a major academic workshop or symposium
- Broader recognition of impact, including awards for research or creative work
- Scholarly production that includes high risk research, interdisciplinary work, and/or community-based participatory research

Tier 2
- Technical reports to applicable agencies (for example: small-scale excavation and survey reports; public health project reports; reports to community-based organizations)
- Minor works in public or applied anthropology
- Minor grant proposals submitted as PI or co-PI, whether internal or external (including pedagogical development grants)
- Progress reports on ongoing applied/field research projects in any subfield
- Articles in journals with regional circulation and impact (including online journals)
- Edited volumes that undergo peer review only by editor(s)
- Chapters in edited volumes that undergo peer review only by the editor(s)

- Published conference abstracts that undergo peer review
- Peer-reviewed conference papers or posters
- Academic or public workshops on pedagogical methods
- Training workshops for educators and public leaders
- Major consultation on museum exhibit
- Design of a minor academic workshop or symposium
- Design of minor public outreach materials based on expertise
- Museum exhibits with local or regional exposure
- Peer-reviewed published encyclopedia entry
- Minor research-based creative works using disciplinary knowledge
- IRB/IBC proposals

Tier 3
- Book reviews
- Commentaries
- Blog posts (essays or articles)
- Published abstracts
- Small-scale works of public interpretation (e.g. pamphlets)
- Small internal grant proposals
- Popular press/media coverage of research
- Minor publications that serve as resources for affected communities
- Minor consultation on museum exhibit
- Training for museum docents about exhibits
- Demonstration of use of publications for instruction outside our institution

IV. Sub-disciplinary Considerations of Scholarship

Sociocultural and applied sociocultural anthropology:
Within sociocultural anthropology, assessment for pre-tenure reappointment, which includes first-year and comprehensive review, should be based upon reasonable progress toward the criteria for tenure outlined here, and a meritorious tenure file should have a mix of approximately three to five scholarly accomplishments from the first two tiers listed above (at least three from tier 1). Five or more tier 1 works denotes excellence. Since books tend to contain far more data and analysis than single articles, a full-length ethnographic or theoretical book could count as three to four first-tier publications of other types. Nonetheless, this does not imply that books are more highly valued than articles or other first-tier publications, simply that they quantitatively represent more information and work.

Within applied sociocultural anthropology, equal emphasis is given to single-author and co-authored articles and reports, particularly when co-authors are members of communities affected by the applied research. In applied anthropology, policy reports and resource publications may constitute the bulk of publications. Therefore, numbers of publications in a successful tenure file in applied anthropology will be similar to those for sociocultural anthropology, but types of publications may vary.

Successful generation of grants and contracts that will ultimately lead to publication within the first two tiers of ranked works may be substituted for such publications in initial and comprehensive reappointment reviews. Book chapters that go through peer review are counted equally with journal articles.

A meritorious promotion to full professor file should have 8 or more scholarly works from the first two tiers of ranked scholarly production types listed above with at least 6 from tier 1. A record of excellence in scholarship should have 10 or more works from the first two tiers of ranked production types with at least 8 from tier 1. At least some of these works should have been produced after submitting the dossier for tenure. Additionally, assessment for full professor should include broader recognition of expertise in the field. Demonstration of this recognition may consist of requests for or evidence of, for example:

- Serving as co-investigators on projects and/or grants
- Reviewing manuscripts, textbooks, book chapters, or grants
- Writing book reviews
- Published citations (which can include using author- or article- level citation metrics to quantify)
- Serving as officers of professional or academic associations
- Invited commentaries
- Giving honorary lectures sponsored by other professional or academic institutions
- Public presentations and collaborations both within and outside the discipline
- Mentoring graduate students and/or serving on graduate committees for students beyond the department
- Serving as external program reviewers at other universities
- Writing promotion and tenure external review letters for faculty beyond the department
- Serving on boards, commissions, and task forces relevant to sub-disciplinary expertise beyond the university
- Affiliation with other institutions reflecting sub-disciplinary expertise
- Serving as a consultant related to sub-disciplinary expertise
- Media coverage of research or other works and activities

Linguistic Anthropology:
Linguistic anthropology overlaps highly with cultural and applied anthropology in terms of its basic research and scholarly production patterns. As an inherently interdisciplinary field, publication venues in linguistic anthropology are diverse. Assessment for pre-tenure reappointment, including first-year and comprehensive review, should be based upon reasonable progress toward these goals. A meritorious tenure file should have a mix of approximately three to five scholarly accomplishments from the first two tiers listed above (at least three from tier 1). Five or more tier 1 works denotes excellence. SAs in cultural anthropology, a book would count as three or four articles of this type due to the greater data content and analysis required. Additional scholarship may include refereed chapters in books or edited anthologies, although this is not an exhaustive list. Applied linguistic anthropology materials can include bilingual materials, dictionaries, teaching materials for endangered

languages, or language documentation materials and training resources for language communities.

Assessment for full professor should be based on progress toward establishing a national reputation in the field.

Successful generation of grants and contracts that will ultimately lead to publication within the first two tiers of ranked works may be substituted for such publications in initial and comprehensive reappointment reviews.

Evidence of significant ethnographic and linguistic data elicitation should be counted as progress toward these goals for initial and comprehensive reappointment reviews. Book chapters that go through peer review are counted equally with journal articles.

A meritorious promotion to full professor file should have 8 or more scholarly works from the first two tiers of ranked scholarly production types listed above with at least 6 from tier 1. A record of excellence in scholarship should have 10 or more works from the first two tiers of ranked production types with at least 8 from tier 1. At least some of these works should have occurred after submitting the dossier for tenure. Additionally, assessment for full professor should include broader recognition of expertise in the field. Evidence of this recognition may consist of requests for or evidence of, for example:

- Serving as co-investigators on projects and/or grants
- Reviewing manuscripts, textbooks, book chapters, or grants
- Writing book reviews
- Published citations (which can include using author- or article- level citation metrics to quantify)
- Serving as officers of professional or academic associations
- Invited commentaries
- Giving honorary lectures sponsored by other professional or academic institutions
- Public presentations and collaborations both within and outside the discipline
- Mentoring graduate students and/or serving on graduate committees for students beyond the department
- Serving as external program reviewers at other universities
- Writing promotion and tenure external review letters for faculty beyond the department
- Serving on boards, commissions, and task forces relevant to sub-disciplinary expertise beyond the university
- Affiliation with other institutions reflecting sub-disciplinary expertise
- Serving as a consultant related to sub-disciplinary expertise
- Media coverage of research or other works and activities

Archaeology:
Within archaeology, co-authored works and work in interdisciplinary journals count as highly as those particular to archaeology. Assessment for pre-tenure reappointment, which includes first-year and comprehensive review, should be based upon reasonable progress towards this goal. A

meritorious tenure file should have a mix of approximately three to five scholarly works from the first two tiers of ranked scholarly production types listed above (at least three from tier 1). Five or more tier 1 publications denotes excellence. Since books tend to contain far more data and analysis than single articles, a full-length archaeological monograph or book on method or theory could count as three to four first-tier publications of other types. Nonetheless, this does not imply that books are more highly valued than articles or other first-tier publications, simply that they quantitatively represent more information and work. Technical reports that go through peer review process for agency acceptance shall count as tier one or tier two publications equivalent to books and monographs. Book chapters that go through peer review are counted equally with journal articles. Grants and contracts may be counted as publications, in the tier appropriate to the scope of the grant/contract.

Co-authorship is the norm in archaeology. Co-authorship order is highly variable and can be based on numerous criteria including (but not limited to) alphabetical order, professional rank of individuals, principal investigator or main funder of the project, or other, agreed-upon decisions between the authors. Co-authorship in archaeology generally implies that each author has contributed significantly towards the manuscript. The importance of the contribution to the manuscript, which could be any combination of data, analysis, writing, and/or editing, will be addressed in the research statement.

Within applied or public archaeology, equal emphasis is given to single-author and co-authored articles and reports, particularly when co-authors are members of descendent communities or other stakeholders affected by the applied research, or other non-Academic project stakeholders (e.g. Park Service or Cultural Resource Management professionals). In applied work, policy reports and resource publications and technical reports may constitute the bulk of publications.

In addition, with the department's increasing emphasis on applied anthropology, reports submitted to governmental agencies or other organizations become increasingly important as measures of research productivity. Many such reports are peer reviewed by Ph.D. or M.A. level agency personnel whose primary job it is to do so, and such works become key resources for other agency and cultural resource managers in private and public sectors. For these reasons technical reports count as significant contributions to scholarship and rank as tier 1 or 2 publications.

A meritorious promotion to full professor file should have 8 or more scholarly works from the first two tiers of ranked scholarly production types listed above with at least 6 from tier 1. A record of excellence in scholarship should have 10 or more works from the first two tiers of ranked production types with at least 8 from tier 1. At least some of these works should have occurred after submitting the dossier for tenure. Additionally, assessment for full professor should include broader recognition of expertise in the field. Evidence of this recognition may consist of requests for or evidence of, for example:

- Serving as co-investigators on projects and/or grants
- Reviewing manuscripts, textbooks, book chapters, or grants
- Writing book reviews

- Published citations (which can include using author- or article- level citation metrics to quantify)
- Serving as officers of professional or academic associations
- Invited commentaries
- Giving honorary lectures sponsored by other professional or academic institutions
- Public presentations and collaborations both within and outside the discipline
- Mentoring graduate students and/or serving on graduate committees for students beyond the department
- Serving as external program reviewers at other universities
- Writing promotion and tenure external review letters for faculty beyond the department
- Serving on boards, commissions, and task forces relevant to sub-disciplinary expertise beyond the university
- Affiliation with other institutions reflecting sub-disciplinary expertise
- Serving as a consultant related to sub-disciplinary expertise
- Media coverage of research or other works and activities

Biological anthropology:

Biological anthropology is an extremely diverse subdiscipline, covering many different areas, typically using a biocultural and/or evolutionary framework. As a consequence, publication patterns vary considerably across different areas of research. Someone working in human biology might publish primarily in biology journals, while someone working in human behavior might publish primarily in psychology journals.

Assessment for pre-tenure, which includes first-year and comprehensive review, should be based upon reasonable progress towards the criteria for tenure outlined here. A meritorious tenure file should have five publications from tier 1 of ranked publication types listed above, and three additional publications from other tiers. Six or more tier 1 publications denote excellence.

A meritorious promotion to full professor file should have 10 or more scholarly works from the first two tiers of ranked scholarly production types listed above with at least 7 from tier 1. A record of excellence in scholarship should have 11 or more works from the first two tiers of ranked production types with at least 8 from tier 1. At least some of these works should have occurred after submitting the dossier for tenure. Additionally, assessment for full professor should include broader recognition of expertise in the field (see below).

Most primary research is reported in journal articles, which are considered the primary vehicles for establishing reputations in the field and for the dissemination of results and interpretations. Biological anthropologists may publish in the major journals of general anthropology, such as American Anthropology or Current Anthropology. There are several highly rated biological anthropology journals including American Journal of Biological Anthropology, American Journal of Human Biology, Evolution and Human Behavior, Physiological Anthropology, and Human Nature. Biological anthropologists often publish in major interdisciplinary science journals such as Nature, Science, PNAS, BBS, or Proc B.

Books are certainly viewed favorably in biological anthropology but are often not as prioritized as other modes of dissemination (journal articles, book chapters, conference presentations, etc.). Presenting at conferences and meetings is also highly important for biological anthropologists, and posters and presented papers often include co-authors. Biological anthropology conferences typically include a peer review, and in the case of published conference abstracts, include multiple levels of review. Conference activity at the national and international levels, and at the discipline and interdisciplinary levels, are highly favorable and important modes of dissemination of data. Conference activity typically also provides a means for biological anthropologists to create and establish collaborative teams.

Co-authorship is the norm in biological anthropology. A random sample of ten issues of the *American Journal of Biological Anthropology*, the premier journal in biological anthropology, revealed that 21% of the articles were by single authors, 38% has two authors, and 41% had more than two authors. Co-authorship order is highly variable and can be based on numerous criteria including (but not limited to) alphabetical order, professional rank of individuals, principal investigator or main funder of the project, or other, agreed-upon decisions between the authors. Co-authorship in biological anthropology often also implies that each author has contributed significantly, often equally, towards the manuscript.

Articles published in biological anthropology tend to be shorter than in other subdisciplines. For example, it is rare to find an article longer than 20 pages in AJBA; most fall around ten pages, and many are shorter. Articles in specialty journals vary in typical length; in medical journals they tend to be short, in primate ethology journals they tend to be longer. Many articles published in biological anthropology rely heavily on quantitative methods, which condense the prose.

In addition, with the department's increasing emphasis on applied anthropology, reports submitted to governmental agencies or other organizations become increasingly important as measures of research productivity, especially in forensic anthropology and in some areas of medical anthropology and epidemiology.

Other positive evidence of reputation in the field which may be considered for evaluation for promotion to full professor may consist of requests for or evidence of, for example:

- Serving as co-investigators on projects and/or grants
- Reviewing manuscripts, textbooks, book chapters, or grants
- Published citations (which can include using author- or article- level citation metrics to quantify)
- Serving as officers of professional or academic associations
- Invited commentaries
- Giving honorary lectures sponsored by other professional or academic institutions
- Public presentations and collaborations both within and outside the discipline
- Serving on the graduate committees for students at other universities
- Serving as external program reviewers at other universities
- Writing promotion and tenure external review letters for faculty at other universities
- Serving on boards, commissions, and task forces
- Media coverage of research or other works and activities

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Department of Anthropology
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