

### ANTHROPOLOGY RPT ELABORATIONS – 2011/2012

The Anthropology Faculty emphasizes quality teaching (and its corollary, personalized advising) as its primary mission. Hence we assign top priority to **TEACHING PROFICIENCY** for candidates undergoing RPT review. All candidates under review are observed by faculty colleagues (both within and outside the department) who attend the candidate's class/es in order to assess teaching techniques and their effectiveness<sup>1</sup>. We focus on the following factors in our **INTERNAL PEER REVIEW** process:

- Currency, accuracy, and completeness of the materials/concepts under discussion by the candidate.
- Course syllabi and variety of instructional materials used (videos, slides, handouts, maps, etc.)
- Variety of teaching modes used (lectures, class discussions, hands-on activities, students' oral presentations, students' field/research experiences)
- Congruency of the day's activities with the topics scheduled on the course syllabus.
- Overall classroom climate for effective learning, e.g. receptivity of instructor to student questions, requests for clarification. We value active participation of students in their own learning and a climate of mutual respect.

The observational notes taken by each of us form the basis for the comments that appear in the departmental recommendation about each RPT candidate.

**EXTERNAL PEER REVIEW** is conducted by faculty colleagues outside our Department who may be invited by the candidate (or by one of us) to do observations of classroom instruction. These peer reviewers submit summary written results of their classroom visit/s to the candidate and to us.

**These external peer reviews are an important part of the candidate's RPT file; and while internal reviews are paramount, those offered by our campus colleagues are viewed as extremely valuable.** Consistent with our primary emphasis on teaching proficiency (and its corollary, personalized advising), we actively solicit student input on the candidate by posted signs in the Department office and by request in the candidate's classes. This system has yielded important qualitative data on: candidate involvement with student projects; candidate supervision and encouragement of student field work and research projects; candidate supervision and encouragement of student presentations at regional/national professional conferences; former students encouraged or assisted to enroll in graduate school or advanced study; students electing to take additional courses from the candidate; effectiveness of student advising; quality of supervision by the candidate of individual study courses. **The Anthropology Faculty weighs these responses as heavily as the more limited responses contained in the IDEA instrument.**

<sup>1</sup> after requesting the candidate's permission at least one class meeting prior to the observation/s proposed

In our view ongoing, active **SCHOLARSHIP AND RELATED CREATIVE ACTIVITIES**, based on original research in the area/s of the scholar's expertise within one or more of the subfields of anthropology (cultural anthropology, archaeology, biological/physical anthropology, linguistics, applied anthropology), is directly linked to the teaching proficiency emphasized above. Hence, in our RPT reviews **we weight equally those activities listed below with those already elaborated above**. Such scholarship in our discipline is evidenced by:

1. **Publications:** articles in international, national, or regional professional journals, monographs, edited volumes, book chapters, research reports, and book reviews. As our Department has a strong applied focus, we also value the production of community outreach and other training materials. These publications may be on basic or applied anthropological issues relating to culture or human development such as (but not limited to): social organization, human evolution, subsistence systems, gender, race, class, identity, social memory, material culture studies, conservation and development, market analysis, or political economy.
2. **Visual media:** activities that culminate in the production and dissemination of anthropological knowledge through original visual media, which include (but are not limited to) film, video, digital multimedia, and photography. Accepted venues of dissemination include (but are not limited to): television, film festivals, exhibitions, museums, archives, print collections, and the World Wide Web. It is our view that the production of original, peer reviewed, anthropological visual media represents scholarship on par with "Publications," as noted in Part 1.
3. **Scholarly presentations** at professional conferences (international, national, or regional) that enable the candidate to: a) remain current in his/her field thus enhancing teaching proficiency; b) contribute new substantive or theoretical knowledge to the ongoing development of anthropology; and c) facilitate better understanding of cross-cultural diversity issues globally. Our view is that **the most significant and highly competitive issues weigh most heavily, so that international recognition is followed in weight by national, and then by regional issues**.
4. All of the above should be based on **active field research** in the candidate's area/s of expertise.
5. **Funded grants** demonstrate the scholarly importance of Anthropology faculty research. Grants may be from diverse sources, public and private, including (but not limited to) the following categories: (a) national, (b) system-wide, and (c) on-campus. **The Anthropology Faculty views these as listed in order of importance, i.e. weighting (a) as more important than (b) and (c).**
6. Professional involvement in **reviewing scholarly proposals for funding agencies, scholarly manuscripts for journals, or scholarly anthropological visual and/or audio media for dissemination** (as outlined in #2 above). This time-consuming aspect of professional participation is one that the Anthropology faculty feels is essential to the health of our discipline. Hence **we rate this activity, if conducted at the invitation of major agencies, journals or visual media organizations, to be of significance that closely approaches, but does not equal, the previous four above**.
7. **Leadership roles in the various professional organizations** and/or in the profession itself. We value and encourage membership and active service in professional organizations, international, national, and regional. Even more impressive in our view is **service in a named office** for the

national meetings of these organizations. **We count of equal weight service whose efforts are directed toward curriculum development or the development of instructional materials in Anthropology.**

8. **Development of anthropological field-based programs** to provide students international and regional and experiences in archaeology, cultural, and physical anthropology. This time consuming activity involving the development of institutional relationships (including formal agreements with foreign partner organizations, universities, and institutes), and intensive field instruction provides our students unique and important experiences that prepare them for both professional careers and graduate school.

A doctoral degree in the relevant sub field of Anthropology or related discipline is regarded as the appropriate **PROFESSIONAL PREPARATION** by the Anthropology Faculty.

**UNIVERSITY AND COMMUNITY SERVICE** is evidenced specifically by:

1. Membership on university, college, and departmental committees, both appointed and elected.
2. Directorship and/or active participation in university-sponsored programs such as (but not limited to) the Faculty Mentor Program, Ethnic Studies Program, Honors Program, International Student Program.
3. Advisorship and/or active participation in endeavors that promote student academic or social well-being through groups such as (but not limited to) Lambda Alpha (National Collegiate Honor Society for Anthropology), UMOJA (African-American Student Union), Hmong Student Association, the Anthropology Club.
4. Active participation in activities that represent the university to its service area, e.g., presentations and informal educational and instructional activities for local schools and community groups and chairing or serving on county or city-wide bodies.
5. The Anthropology Faculty recognizes that **the national and international visibility of scholars in our field enhances the reputation of this CSU campus. Accordingly we view such scholarly endeavors as outlined in the first two headings: TEACHING PROFICIENCY and SCHOLARSHIP as counting for the RPT candidate in this category, UNIVERSITY SERVICE as well.**