

Anthropology

Overall Expectations for Fort Lewis College Faculty

As a public liberal arts institution, Fort Lewis College strives to provide quality education to a diverse student body. As a liberal arts institution, we are committed to ensuring our students receive personal attention and mentoring. Thus, all faculty at Fort Lewis share a common identity and dedication to providing a student-centered education. In order to provide quality education, we must recruit and retain quality faculty and establish a common set of guidelines for faculty ensuring our principle aim of developing exceptional Teacher-Scholars.

Fort Lewis College is committed first of all to effective teaching, the College identifies teaching as the primary duty assigned to faculty. All faculty members are expected to maintain a career-long commitment to professional development associated with their scholarly or artistic expertise and complementary to their teaching. Within this overall commitment to professional development, faculty members are expected to maintain an active program of research or creative activity that enables them to grow as scholars or artists in their own right, keep abreast of changes in their fields, maintain professional contacts with disciplinary peers, and bring current developments in their field(s) to their students. Research or creative activity may be undertaken independently or in collaboration with colleagues or students.

The College expects its faculty to become members not only of a particular department, program, or school but also of the larger Fort Lewis academic community and to contribute willingly to the faculty's shared work, which is so important to the proper functioning of the College and the well being of the College community. Because there are so many different ways, both formal and informal, for faculty members to contribute to the College, *service* represents the most varied area of faculty work.

All faculty members with appointments in the College are expected to provide academic advisement to students. This duty requires an investment of time and attention to ensure that students receive accurate information and supportive interaction. In addition, service may encompass direct work with adjunct faculty, functioning as a department chair or program director, contributing to curricular design and evaluation, service to the alumni association and to professional organizations, involvement with student groups on campus, bringing speakers or visiting artists to campus, assisting in student recruitment and orientation—to name just a few of the opportunities. This broad range of possible ways to advance the shared work of the College is matched by the different ways individual faculty members contribute their share of effort to the common good.

To merit reappointment as an **Assistant Professor**, a member of the faculty must present evidence documenting:

- a) effective teaching and the promise of continued progress toward meeting the standards for promotion to Associate Professor. The rank of Assistant Professor can be considered the “apprentice” stage of teaching: with assistance from others, Assistant Professors should be building a repertoire of courses and developing their skills in the classroom, laboratory, clinic, or studio. Progress toward meeting the standards for Associate Professor will be shown by increasingly successful teaching performance and increasing independence.
- b) continuing active involvement with his or her discipline(s) as evidenced by a developing agenda of research or creative activity, with the promise of continued involvement in his or her discipline(s) or field of creative activity. Assistant Professor is a transitional rank in terms of research or creative activity. Faculty members at this rank are moving from the graduate student’s dependency on others to help create a research or artistic agenda to a more independent status as scholars or artists who are able to identify problems and issues both relevant to others in a field and of personal interest. In so doing, they are able to set their own research or artistic agendas and make progress on them.
- c) effective contributions in service and the promise of becoming a successful academic advisor

Assistant Professors may be encountering the broad scope of faculty work for the first time in a career. They should take advantage of occasions as they arise to begin learning more about a program, department, school, and the College as a whole (through regular attendance at meetings, faculty senate, and perhaps through service on a governance committee or task force). Opportunities will present themselves for Assistant Professors to make effective contributions, though these may be limited in scope at first. In order to merit promotion and tenure, Assistant Professors need to present a record that includes evidence of effective service and evidence that indicates a willingness to contribute substantially in the future.

- d) improvement in any area(s) of performance identified as needing attention in comments received from a previous review, as applicable.
- e) accomplishments in any other areas identified in the faculty member's profile.

It is understood that evidence that faculty members are successfully performing their duties should emerge as they address a) - e) in the review. Unless evidence to the contrary is presented in the PAF, it will be assumed that faculty members are exhibiting conduct in accordance with professional standards.

To merit promotion from **Assistant Professor to Associate Professor**, a faculty member must present evidence documenting:

- a) excellent performance in teaching across the range of assigned courses, with

convincing evidence that the person has moved beyond the “apprentice” stage of teaching represented by the rank of Assistant Professor. To merit promotion to Associate Professor, faculty members must show that they have become accomplished teachers who can effectively perform their share of departmental or programmatic teaching (either alone or in collaboration with others) without the need for substantial assistance or intervention by other faculty members. Such persons will also display the promise of continued development as teachers towards meeting the standards for promotion to Professor.

- b) a record of involvement with his or her discipline(s) through ongoing research or creative activity, with evidence of success in advancing some aspect(s) of an established research or artistic agenda beyond the dissertation (or other work completed to satisfy the requirements of the terminal degree). Such evidence will involve products or performances of sufficient quality and quantity to have received favorable peer review. Appropriate products of research or creative activity will be determined by the category(ies) in which one has chosen to work—e.g., in some cases one will have made a contribution to a field of inquiry, in other cases the contributions will be directed more towards the scholarship of teaching. To merit appointment as Associate Professor, candidates must also display the promise of continued engagement with their field(s) so as to develop towards meeting, over time, the standards for promotion to Professor.
- c) a record of effective contributions in service including, evidence of effective performance as an academic advisor based on knowledge of the general education curriculum and departmental or programmatic curricula and the ability and willingness to assist students as they plan their academic careers.

To merit promotion to Associate Professor, faculty members must demonstrate that they have participated actively in some aspect(s) of the shared work of the faculty. Faculty should be able to point to contributions in service that have made a positive difference at the level of the department, the school, or the College. More importantly, a faculty’s overall record of service must indicate promise of continued contributions that over time would position him or her to meet the standards for Professor.

- d) improvement in any area(s) of performance identified as needing attention in comments received from a previous review, as applicable.
- e) evidence of accomplishments in any other areas identified in the faculty member's profile.

It is understood that evidence that faculty members are successfully performing their duties should emerge as they address a) - e) in the review. Unless evidence to the contrary is presented in the PAF, it will be assumed that faculty members are exhibiting conduct in accordance with professional and ethical behavior.

To merit promotion from **Associate Professor to Professor**, a faculty member also must

present evidence documenting:

- a) sustained outstanding performance in teaching across the range of assigned courses so as to show mastery of the craft of teaching in his or her areas of competence. As accomplished teachers, Professors are expected to display outstanding performance in their own classes and, as reflective practitioners of the craft, should also be able to serve as resources for other faculty members in their own teaching. Even so, Professors are expected to remain committed to their own continuing development as teachers.
- b) a record of sustained engagement with his or her discipline(s) that indicates continued development as a scholar or artist beyond his or her accomplishments at the time of promotion to Associate Professor, with evidence of success in completing some substantial aspect(s) of his or her research or artistic agenda. Such evidence will involve products or performances of sufficient quality and quantity to have received favorable peer review. Evidence of continued development as a scholar or artist may comprise more products, better products, or products indicating success in moving into a new area of inquiry or creative work. Through their research or creative work, Professors are expected to have developed a mature perspective on their field(s) that enables them to situate both their own work and the work of their students in the landscape of their discipline(s). Professors are also expected to continue their engagement with their scholarly or artistic discipline(s).
- c) a sustained record of effective contributions in service including evidence of excellent performance as an academic advisor based on thorough knowledge of the general education curriculum and departmental or programmatic curricula and the ability and willingness to assist students as they plan their academic careers.

To merit promotion to Professor, faculty members must demonstrate substantial contributions in service that have advanced some area of this shared faculty work at the level of the department, the school, or the College.

- d) improvement in any area(s) of performance identified as needing attention in comments received from a previous review, as applicable.
- e) evidence of accomplishments in any other areas identified in the faculty member's profile.

It is understood that evidence that faculty members are successfully performing their duties should emerge as they address a) - e) in the review. Unless evidence to the contrary is presented in the PAF, it will be assumed that faculty members are exhibiting conduct in accordance with ethical and professional behavior.

General Expectations for All Faculty: Teaching

Defining itself first and foremost as a community of teachers and learners, Fort Lewis College invites faculty members to share their passion for their disciplines and their understanding of connections between their disciplines and others with colleagues and, most of all, with our students. This commitment to student learning stands at the heart of our mission.

The College expects members of the faculty to fulfill their responsibilities as teachers by facilitating the intellectual or artistic development of their students in scheduled courses and in other contexts (e.g., through independent studies, informal disciplinary and cross-disciplinary advising) in which instruction occurs. The College fosters an institutional climate conducive to the improvement of teaching and learning by encouraging faculty members to discuss their teaching with one another, to invite colleagues to sit in on their courses, and to take advantage of opportunities to teach with others.

It follows that the quality of a faculty member's contribution to student learning—his or her *success* as a teacher—is the most important criterion for evaluating the performance of teaching faculty. To receive contract renewal, promotion, tenure, or a positive senior review a member of the teaching faculty must provide evidence of continued success in teaching at a level of accomplishment satisfying the applicable standards at the last rank achieved. No matter how significant they may be achievements in other areas of faculty work cannot counterbalance deficient teaching.

Any evaluation of the teaching of a Fort Lewis faculty member should take into account the following *features of successful teaching*:

- *Motivation and mentoring*
Through their commitment to and enthusiasm for their subject matter, successful teachers stimulate their students' intellectual curiosity or artistic vision and enable them to become independent learners. They model for their students the high standards of performance and professionalism appropriate to their disciplines, provide them guideposts toward attaining those standards, and hold them consistently accountable. Successful teaching encourages students to participate actively in the process of learning across differences in, e.g., level of ability, interest, life experience, learning style, sexual orientation, and gender, racial or ethnic background. It provides the inspiration, guidance, and support that students need for self-directed research, independent study, and senior projects, as well as for successful learning in courses.
- *Content expertise*
Successful teaching faithfully presents a discipline or an interdisciplinary framework—in the current state of its development—to students through a faculty member's own interpretative and evaluative perspective. By identifying the depth of inquiry and level of achievement appropriate to a course, a faculty member challenges students to achieve excellence. By relating their subjects to other areas of inquiry, faculty members show their students how to interconnect the different aspects of their academic work. By illuminating relations between theory and application, faculty

members enable students to connect their academic work to other aspects of their lives. By acknowledging the limits to their own expertise, faculty members model academic integrity and demonstrate the need for life-long learning.

- *Course design*

A course whose content is well structured has integrity within a discipline (or across disciplines), and reflects the College's prevailing academic standards and expectations. The careful selection of course content, sequencing of learning experiences, identification and development of effective course materials, and crafting of laboratory exercises, individual and group activities, writing assignments, examinations, etc. all facilitate students' learning. Successful teaching leads students to improve their mastery of critical, analytical, creative, or other skills appropriate to the subject matter. The components of a course—e.g., the organizational structure of course material, course expectations, learning outcomes, and grading standards—should be represented clearly and accurately to students in course syllabi. In cases where faculty members are called upon to collaborate with colleagues or with students in the design of courses, their ability to contribute to such joint efforts enhances successful teaching and learning. Finally, successful teaching requires the renewal of existing courses and the preparation of new ones over time. These efforts are guided by faculty members' personal interests and expertise, by the developments in a field, and by the curricular needs of academic programs.

- *Pedagogy*

Successful teachers bring course content alive and make it accessible to their students. To do so, successful teachers employ techniques, activities, and strategies that enable them to present ideas effectively and explain complex concepts clearly. They use a variety of approaches to teaching (e.g., lecture, discussion, small-group activities, writing, etc.) to reflect the diverse learning styles of their students and achieve the learning objectives of their courses. They create learning environments that encourage students to participate and enable critical discourse to occur. They welcome questions—listening well to students, understanding their queries and confusions, and responding in creative and constructive ways.

The College expects faculty members to remain actively engaged in their own pedagogical development and that of their colleagues—whether through informal interactions with other faculty members or through the various formal opportunities for the improvement of teaching available to them through the College and external professional organizations.

- *Course management*

Faculty members should be proficient in organizing and executing tasks that support instruction, such as preparing course assignments and examinations, providing timely and helpful comments on student work, keeping accurate records, holding regular posted office hours and otherwise making themselves available to students for consultation outside of class, conscientiously preparing final course grades in accordance with College standards, and submitting them to the Office of the Registrar on time.

- *Success in fostering student learning*

The most important aspect of successful teaching is a faculty member's ability to enable his or her students to develop as scholars or artists—i.e., to learn. The preceding five considerations collectively aim at this end and take their value from it. Such success will be marked primarily by students' active engagement with the discipline and the quality of their resulting work. It is true that students must do their part as well, but a faculty member's fundamental job is to encourage and help them to do so. Success in teaching derives ultimately from a faculty member's abiding care for his or her students and unwavering commitment to their success. No amount of expertise or attention to the individual activities that go into teaching can compensate for an overall lack of success in fostering student learning.

Evaluation of teaching in faculty review

Informed judgments about a colleague's teaching should be based on evidence relating to the preceding features of successful teaching. Such evidence should be obtained in a variety of ways that include review of syllabi, multiple class visits, team-teaching, discussions of pedagogy, and careful reading of student course evaluations. Additional information regarding teaching performance can be obtained through the retrospective comments of majors and alumni who have had time to reflect on (and perhaps to better appreciate) the value of a faculty member's instruction. In some cases, the performance of students in other courses, following work with a faculty member, can indicate the quality of the latter's teaching as well.

The following forms of evidence are also relevant to the evaluation criteria employed in reviews. These examples are intended to be neither prescriptive nor exhaustive but rather to illustrate the kinds of additional documentation one may choose to include in their PAF.

- selected course materials (e.g., case studies, exercises, writing assignments, laboratory exercises, examinations),
- documentation of computer technology or software one has developed for teaching or adapted for use in one's courses,
- documentation of other work in technology (e.g., developing web pages as part of a project in teaching, developing new ways to employ existing technology in teaching a course),
- examples of student work showing academic or artistic achievement (including awards or other forms of recognition students received for work that one supervised or directed),
- documentation of capstones, honors theses, or masters theses or projects that one has supervised,
- evidence of superior student performance (e.g., research projects accepted for presentation or poster sessions at conferences) upon which one had a significant influence,
- documentation of new courses developed or previous courses significantly redesigned,
- documentation of participation in activities for the improvement of teaching (either on-campus or off-campus),

- letters or other comments from students not already included in the review dossier file, or
- documentation of teaching awards (either internal to the College or external).

General Expectations for All Faculty: Research or Creative Activity

Though necessary for reappointment, promotion in rank, tenure, and positive senior reviews, successful teaching alone is not sufficient and indeed will be possible, over time, only in the context of an active scholarly or artistic life. Evaluating the quality of research or creative activity is one of the most important ways for the College to assess the level of expertise a faculty member brings to his or her teaching.

Thus, the College expects members of the faculty to remain actively engaged—as participants and not just as observers—with the continuing conversations and innovations that constitute the lifeblood of an academic career. Specifically, the College expects its faculty members to cultivate, over the course of their careers, the scholarly or artistic independence sufficient to define problems and issues in their areas of expertise, which they then engage in their own work. Developing such a mature perspective on one’s discipline enables one to integrate and evaluate the elements that constitute both its history and its present developments. The College expects such developed perspectives to inform the instruction our students receive. Remaining active as scholars or artists also enables faculty members to bring current developments in their fields to their teaching, to model for their students a life of involvement with their discipline(s), and to invite advanced students to participate with them in their research or creative work (which the College encourages faculty to do, where possible).

Any evaluation of the work of Fort Lewis faculty members according to the criterion of *ongoing research or creative activity* should be guided by the following considerations:

A broad definition of research or creative activity

Given the breadth of disciplines, the differences among teaching contexts, and the diversity of our faculty, there are many appropriate ways for faculty members to fulfill the expectation that they remain actively engaged with their fields. Specifically, the College endorses the view that research or creative activity—whether it is individual or collaborative—may originate in any of the four ways described in the report *Scholarship Reconsidered*¹ and summarized below. These broad categories of research and creative activity are not mutually exclusive: a given project may span several areas, and a faculty member may choose to explore various categories at different stages of a professional career.

¹E. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton: The Carnegie Foundation, 1990).

- *The Scholarship of Discovery* encompasses traditional research that creates new knowledge through original investigation that may be theoretical or empirical, disciplinary or interdisciplinary, or some combination of these. Construed broadly, this dimension of professional development also encompasses the creation of new works of art or musical composition and writing works of fiction, poetry, or creative nonfiction.
- *The Scholarship of Integration* involves the critical evaluation, synthesis, analysis, integration, or interpretation of the research or creative work produced by others. It may be disciplinary, interdisciplinary, or multidisciplinary in nature and includes the varieties of artistic interpretation and performance.
- *The Scholarship of Application* involves applying disciplinary expertise or the results of existing scholarship (produced by oneself or others) to the investigation or solution of intellectual, social, or institutional problems. In the arts it can involve mastering a new performance repertory or exploring a style of creative activity (e.g., a style of painting) developed by someone else. Such work involves activities that make use of one's special areas of knowledge or expertise, and it demands the same levels of rigor and accountability traditionally associated with the scholarship of discovery or the scholarship of integration.
- *The Scholarship of Teaching* involves the use of one's expertise as a teacher to develop, transform, and extend the skills, methodology, and resources of pedagogy in artistic, disciplinary, or interdisciplinary teaching. It includes research and other creative work that focuses on the improvement of teaching and learning such as developing new pedagogies or pedagogical models that can be applied not only at Fort Lewis College but elsewhere in one's field.

The role of peer commentary and review

Part of what it means to be an active scholar or an artist is to participate in the extended conversation that defines a disciplinary or artistic community. Such participation naturally presents opportunities both to learn from peers and to benefit from their informed commentary on one's own work—a process that plays an essential role in a scholar or artist's continuing professional development. Effective peer review can occur in many different ways, within and across disciplines, ranging from informal conversations (or e-mail exchanges) to written comments on published papers or books to comments from judges at a juried art show. Work that has not been exposed in some way to the scrutiny of disciplinary peers may meet the highest standards, but unless such review has occurred it is difficult, and often impossible, to determine its quality with assurance.

Evaluation of research or creative activity in faculty review

At the time of a review, the College expects all members of the faculty—no matter which of the above categories of professional development characterizes their work—to produce tangible evidence of their ongoing research or artistic endeavor that has received favorable comment from disciplinary peers. As a general rule, it is reasonable to expect that high quality professional work will be marked by some combination of the following features:

- attention to questions or applications whose relevance can be articulated in light of relevant issues in the field.
- clear goals,
- adequate preparation,
- appropriate methods,
- significant or interesting conclusions, results (within the scope of the research), or artistic products, effective presentation, and reflective self-critique.

At the same time, the expectations, challenges, styles of presentation and standards for research or creative activity can vary considerably by discipline. Accordingly, the judgments of the members of the review committees and academic administrators regarding a faculty member's research or creative activity should be informed by the advice of departmental colleagues and other knowledgeable peers (as expressed in letters of evaluation), especially regarding such factors as disciplinary norms, the effect on research productivity of doing work with undergraduate research students (e.g., science students involved in summer research), and other relevant conditions within the discipline, department, and/or school. Such advice is particularly important in setting expectations for the quantity of scholarly or artistic productivity in different disciplines.

The following forms of evidence are also relevant to the evaluation criteria employed in reviews. These examples are intended to be neither prescriptive nor exhaustive but rather to illustrate the kinds of additional documentation one may choose to include in their PAF.

- copies of manuscripts under preparation or under consideration for publication,
- documentation of presentations to disciplinary or interdisciplinary professional audiences (at Fort Lewis or elsewhere),
- copies of presentations made to professional conferences (with indication as to whether those presentations were refereed),
- documentation of exhibits, readings of creative writing, recitals,
- copies of art gallery announcements or catalogs of gallery shows (including information about whether a show was juried), slides of art works,
- offprints or copies of published reviews, articles, or books,
- copies of research grants written (funded, unfunded, or currently under review),
- copies of materials developed under the scholarship of teaching (e.g., instructional software packages written, textbooks, editions, or lab manuals, descriptions of demonstration projects developed for use in teaching),
- documentation of technological research or applications (e.g., developing web pages as part of a project in the area of research or creative activity),
- documentation of student research one has supervised,
- documentation of a play, musical theatre piece, or opera that one directed,
- sound or video recordings of performances,
- documentation of collaborative research (whether the collaboration involved professional peers or students),
- description or other documentation of laboratory or experimental apparatus designed or built,

- documentation of participation at professional meetings (e.g., membership on panels, responses to papers), or
- documentation of work as the administrator or principal investigator of a College grant,
- documentation of professional awards received for excellence in research or creative activity.

Specific Anthropology Departmental Expectations: Research or Creative Activity

Scholarship of Discovery:

- A program of research evidenced by documentation and/or data collection that leads to publication or presentation of findings in peer-reviewed publications and/or conferences recognized by the profession
- Externally funded grant proposals or submission of such grants
- Mentoring student led research that leads to presentation or publication beyond our campus, possibly co-authored between students and faculty
- Posters presented at conferences recognized by the profession
- Presentations delivered at conferences recognized by the profession
- Published articles in peer-reviewed journals
- Published books or chapters in peer-reviewed publications

Scholarship of Application:

- Professional consulting in an area of expertise that requires a demonstrated high level of discipline-related expertise
- Expert forensic reporting
- Contract reports, and/or findings showing evidence of substantive and/or methodological originality, beyond the basic stipulations of the contracting agency

Scholarship of Integration:

- Extensive literature reviews in peer-reviewed publications
- The critical evaluation, synthesis, analysis, integration, or interpretation of the creative work produced by others published in a peer-reviewed publication and/or presented at conferences recognized by the discipline
- Research projects that integrate student research and publication of results in technical reports or scholarly publications

Scholarship of Teaching:

- Presentations on pedagogy and/or analysis of pedagogical techniques, delivered at conferences recognized by the profession

- Peer-reviewed publications on pedagogy and/or analysis of pedagogical techniques
- Participation in workshop that culminates in the production of novel pedagogical tools and/or resource for discipline or interdisciplinary colleagues

General Expectations for All Faculty: Service

The members of a faculty share intellectual authority over the curriculum and take professional responsibility for its quality. They also assure the quality of instruction the College provides to its students, support one another's scholarly or creative work, and maintain a College-wide culture of inquiry. As participants in the work of our academic community, faculty members contribute to the effectiveness of their colleagues as teachers, scholars, and performing artists; by advising the administration, they also enhance the long-term well being and the common good of their departments, schools, college, and the College as a whole. These fundamental values of academic community provide the context for the expectation that all faculty members will provide effective service to their department, to their school, and to their college as a whole in accordance with their contractual obligations, institutional needs, and their personal and professional interests.

For the purposes of evaluation, *effective service* is defined as applying one's time, talents, and energy to perform or assist others in performing the necessary work of advising, faculty governance, departmental or programmatic administration, oversight of adjunct faculty and other personnel, development and oversight of curriculum, and other extra-curricular activities. As citizens of an academic community, faculty members are responsible for performing their share of this labor, which must be accomplished if departments, the schools, and the college are to function effectively and students are to be well served. Because of the importance of service to the educational mission of the College, satisfying the appropriate standard relating to this criterion is a necessary condition for contract renewal, promotion, and tenure.

The concept of *collegiality* in the workplace carries two different connotations. It can be interpreted (1) as a person's ability to get along with or interact harmoniously with co-workers: collegiality as *congeniality* or *camaraderie*. Alternatively, (2) it can mean a person's actions as a *colleague* in performing his or her share of the common work of the department, school, college, or University—e.g., exchanging ideas, treating colleagues with professional respect, and advancing shared projects: collegiality as *effectiveness in working with University colleagues*. The procedures, criteria, and standards used in faculty review as described in the Departmental expectation statements do not include a distinct collegiality requirement. However, they clearly include the requirement that each member of the faculty perform his or her share of the common work—characterized as service. Evidence of meeting the expectations for service outlined below shall count as sufficient evidence that that faculty members *work effectively with their colleagues* (collegiality in sense #2, above), and interact harmoniously with others (collegiality in sense #1).

Any evaluation of the work of Fort Lewis faculty members according to the criterion of *effective service* should be guided by the following considerations.

The broad categories described below encompass the range of professional activities that faculty members can undertake in order to fulfill their responsibilities in service. Faculty

members are not expected to perform active service in all of these categories in any one review period or even across an entire career. However, they are expected to demonstrate that they are effectively performing their share of this important faculty work.

- *Curricular and program development and oversight*

The Faculty is responsible for curricular design and content, and therefore from time to time members of the faculty will be called upon to participate in the evaluation and revision of curricula and academic programs. Faculty members also formulate the academic requirements and regulations that students must follow in earning their degrees. Although they are assisted by the Registrar's Office and academic administrators, faculty members retain primary responsibility for ensuring the integrity of the curriculum in its application—e.g., determining whether a student has completed the requirements for a major or whether a given course meets the standards for satisfying a general education requirement. The effectiveness of this work is guided by a faculty member's knowledge of disciplinary practices on a national level, the particular goals of an academic program at Fort Lewis College.

- *Student academic advising*

All members of the faculty with primary appointments in the College provide academic advising to students. As academic advisors, faculty members are concerned not only with the academic welfare of students but also with their growth as whole persons.

Advising includes such activities as assisting students in planning academic programs, helping students make career plans and decisions, providing feedback to advisees regarding their overall academic performance and progress, writing letters of recommendation, making referrals to College support services (both academic and non-academic), assisting students in working through and resolving academic problems. The concern for the personal and academic well being of students that this work requires is expressed in the time and care that faculty members invest in the advising process. In performing this work, faculty members need to attain and draw upon knowledge of programmatic and general education curricula and academic policies. Effective advisors direct students to complete their academic programs and support the learning process by providing accurate and timely academic information and advice.

Effective advisors also work with such College resources as the Office of Student Affairs, the Counseling Center, or the EEO Manager to ask assistance in cases of special need when students come to them with problems that fall outside their academic expertise.

- *Administrative service*

Faculty members have many opportunities to apply their professional expertise in supervising support personnel, helping to determine the direction of academic degree programs, administering budgets, or carrying out other administrative duties (e.g., chairing an academic department, directing an academic program, supervising a certificate program, directing a grant, or directing the art gallery). In cases where faculty members are responsible for supervising adjunct faculty members, their work will entail recruiting, selecting, training and mentoring, and evaluating them. Administrative service

also encompasses some of the functions of curricular design, assessment, and oversight—e.g., in the work of a department chair to ensure that curricular standards for a major program are upheld consistently through departmental advising, or in the work of a program director to ensure that the students of adjunct faculty members are learning required course content.

- *Service to departments, schools, or academic programs*
This area of service encompasses the various forms of shared work that are particular to academic departments, schools, and programs. Such work is both ongoing (e.g., attending department meetings, managing budgets, sponsoring a student organization, directing student honors projects) and episodic (e.g., assisting in a departmental or programmatic review or participating as a member of a search committee). Effective faculty members help to advance this important shared work.
- *Service to the College*
Faculty members participate in faculty governance by attending college-wide meetings, and meetings of their departments or schools. Faculty members can serve the College as a whole by taking on formal responsibilities (e.g., on governance committees or faculty search committees) or through informal activities such as assisting at Admissions events, directing a student research symposium, performing or speaking at an alumni event or at an event on campus, or advising student organizations. Faculty members may also serve the College by undertaking activities with external groups that increase the visibility of the College or otherwise advance the College's mission.
- *Service to the academic profession*
This area of professional service includes but is not limited to holding office or some other position of responsibility in a state, regional, or national professional or disciplinary organization, serving as an evaluator, officer, or consultant for an accrediting body or as a member of a departmental evaluation team at another institution, serving as a member of a program committee or conference planning committee, or engaging in other forms of consulting in the service of one's discipline or professional community.

Evaluation of service in faculty review

In personnel reviews, the College takes account of the quantity and, more importantly, of the quality of a faculty member's contribution to service. For example, in addition to attending the meetings of a committee to which one has been elected or appointed (e.g., a search committee), a faculty member is expected to contribute to the work the committee is charged to perform. Thus in commenting on a colleague's service, faculty members should look for specific contributions that the colleague has made: work performed, projects completed, documents drafted, historical perspective or constructive criticism provided, questions raised that had not previously been considered, students well served (e.g., through conscientious advising or effective direction of adjunct faculty). Evidence of effective service can be provided through the products of such work and the commentary of colleagues and students.

The following forms of evidence are also relevant to the evaluation criteria employed in reviews. These examples are intended to be neither prescriptive nor exhaustive but rather to illustrate the kinds of additional documentation one may choose to include in their PAF.

- examples of any materials developed for use in student advising and evidence of effective advising (e.g. metrics of retention, graduation rates, student satisfaction, and degree plans for advisees),
- documents produced or other tangible products of work on a departmental or governance committee (e.g., a policy recommendation to which one made a significant contribution as a member of a governance committee),
- documentation of work done in student recruitment or other support of admissions efforts, (e.g. making calls to accepted students, SkyHawk Saturday presentations),
- documentation of work in advising a student organization,
- documentation of work undertaken in academic administration (e.g., work as a department chair, program director,
- documentation of work as a member of a task force or advisory panel,
- documentation of work in identifying, hiring, mentoring, supervising adjunct faculty,
- documentation of work on music juries, Upper-Division Qualifying Examinations, or auditions in the Department of Music,
- documentation of leadership positions held in professional organizations or significant contribution as a member of a committee (e.g., a policy committee, a program committee for a meeting) for a professional organization,
- documentation of service to the academic profession (e.g., report written as chair or member of a review team at another institution, documentation of work as a member of an accreditation team),
- documentation of work as reader or referee for grant applications (e.g., for NEH, NSF, or FIPSE),
- documentation of one's contribution to a College conference,
- documentation of work to support a student orientation,
- documentation of a contribution to a new faculty orientation or as a new faculty mentor, or
- documentation of presentations to alumni groups, campus groups, or other non-disciplinary groups.

Specific Anthropology Departmental Expectations: Service

Service to the Community:

- Contributions to community agencies/activities broadly defined, which may include local, regional, national and international activities

Departmental Expectation Statement Approval Page

The attached departmental expectations have been approved through June 2015.*

Department Chair Signature  Date 9/25/2012

Dean Signature Maureen Brandon Date 9/26/12

Provost Signature  Date 9/26/12

*A department or program may submit changes to expectations to dean for review at any time. Any changes submitted by a department and program are subject to approval by both the dean and provost.

All expectation statements will need to be re-affirmed during the winter term 2015.