

# **Anthropology**

## **Overall Expectations for Fort Lewis College Faculty**

- 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

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

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 omst ber s,

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.

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

### *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 publication).





*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

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**

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 quali

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.

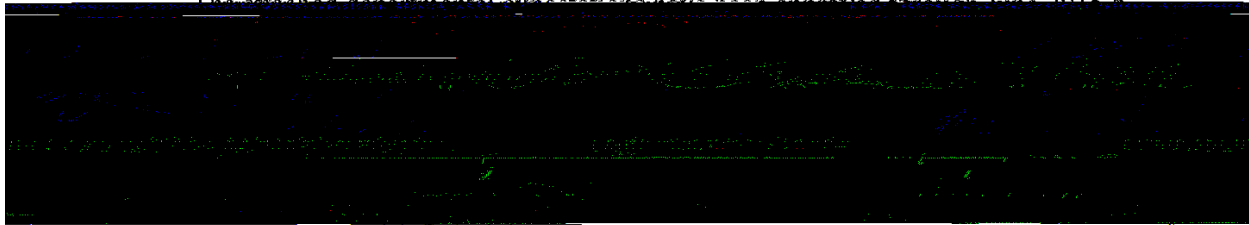
also encompasses some of the functions of curricular design, assessment, and oversight—e.g., in the work of a department chair to ensure that curricular standards for a major program are upheld consistently through departmental advising, or in the work of a program

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examples of any materials developed for use in student advising and evidence

Departmental Expectation Statement Approval Page

The attached departmental expectations have been approved through June 2015.



and program are subject to approval by both the dean and provost.

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