

**Department of Anthropology
Policies on Specialized Faculty
February 13, 2020**

The campus guidelines for the appointment of specialized faculty are provided in [Provost Communication #25](#) (“Employment Guidelines for Specialized Faculty Holding Non-Tenure System Positions”) and the campus guidelines for promotion are provided in [Provost Communication #26](#) (“Promotion to Teaching, Research, or Clinical Associate or Full Professor”). LAS guidelines for appointment or promotion of specialized faculty can be found in Section 3.6 of the [Policy Manual for Faculty of the College of LAS](#). The purpose of the current document is to provide more specific criteria for the Department of Anthropology.

Instructors and Lecturers

Consistent with campus guidelines, the title of Lecturer is reserved for individuals holding a PhD or equivalent whereas Instructor is used for those whose highest degree is a Master’s. The usual teaching load for instructors or lecturers in Anthropology is typically **six courses per academic year** (three courses per semester). This is with the expectation that the teaching assignments will not exceed four individual course preparations in a single academic year, and that one of the courses may be replaced by other contributions to the curriculum, subject to approval by the Head. There are no service expectations of instructors and lecturers. Instructors and lecturers are not expected to undertake significant mentoring of graduate students. High enrollment teaching and mentoring of multiple undergraduate capstone or honors projects may provide additional credit toward teaching responsibility, subject to approval of the Head.

In all instances, the majority of instructors’ and lecturers’ appointments must be composed of teaching duties rather than other activities.

Senior Instructors and Senior Lecturers

According to Provost Communication #25, the designation of “senior” is appropriate when instructors or lecturers “have made significant contributions to the department’s teaching mission, including contributions to the curriculum.”

According to [LAS guidelines](#), “to be eligible for a promotion, the College normally requires a minimum of 3 years in the current position as an Instructor/Lecturer. Exceptions can be made with appropriate justification.” The reviewing body shall be the Advisory Committee.

In addition to the minimum time in rank, promotion to senior instructor or senior lecturer requires:

- a. An outstanding teaching record.
- b. Evidence of having made substantial additions, improvements, or other contributions to the department’s curriculum.

To be considered for promotion to senior instructor or senior lecturer, candidates must provide:

- a. A complete longitudinal record of ICES scores.
- b. Their curriculum vitae.

- c. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one's own classroom (no more than 3 pages, single-spaced).
- d. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.
- e. Opportunities for at least two senior faculty members to directly observe and evaluate their teaching.

Individuals seeking promotion to senior instructor or senior lecturer should also ask their teaching supervisor to provide the committee with an evaluation that assesses the candidate's contributions to the teaching mission of the department.

There will be a salary increase associated with this promotion; the amount will be based on the norms established in LAS.

So long as it is feasible, Instructors and Lecturers who are successfully promoted to Senior Instructor or Senior Lecturer will be considered for multi-year contracts. Multi-year contracts will only be offered to individuals who maintain their teaching excellence, as evaluated in the customary annual reviews.

In the event of an unsuccessful request for promotion, the candidate must wait at least three years before requesting evaluation for promotion again. This provision is intended to encourage candidates to ensure that their case for promotion is a strong one before asking to be promoted. If they are unsure about their prospects, individuals are encouraged to discuss their record and the expectations for promotion with their supervisor and/or the Head.

Teaching Professorial Appointments

Provost Communication #25 notes that teaching professors must hold a PhD or equivalent and must make "an instructional and curricular impact both within the department and beyond, either through scholarly publications, invited talks, or other related activities involving their discipline, pedagogy and student interactions." For appointment to teaching assistant professor, there must be evidence that the person has the potential to make such contributions. For promotion to associate teaching professor or full teaching professor, an individual must have demonstrated such contributions.

In the Department of Anthropology the standard teaching load for a teaching professor is typically **five courses per academic year** (two courses in one semester and three in the other), with the expectation that the teaching assignments will not exceed more than four individual course preparations in a single academic year. One of the courses may be replaced by other contributions to the curriculum, subject to the approval of the Head. Teaching faculty may have some service contributions related to curriculum development. Teaching faculty may participate in graduate committees. High enrollment teaching and mentoring of multiple undergraduate capstone or honors projects may provide additional credit toward teaching responsibilities, subject to the approval of the Head.

There is no set minimum time in rank, but to be evaluated for appointment as teaching associate professor (or promotion to teaching associate professor from teaching assistant professor), a

candidate must have at least five years of full-time experience on a university-level faculty *after having completed the terminal degree*. Post-doc experience will not meet this requirement. To be considered for appointment as teaching full professor (or promotion to teaching full professor from teaching associate professor), a minimum of ten years of experience on a university-level faculty after the terminal degree is required. Normally the full-time experience on a university-level faculty will occur at the University of Illinois, but exceptions can be made with appropriate justification. There is no maximum time in rank.

So long as it is feasible, individuals in the teaching professor ranks will be eligible for multi-year contracts. Multi-year contracts will only be offered to individuals who maintain excellence in their teaching, research, and service obligations, as evaluated in the customary annual reviews.

Professorial Expectations (For All Ranks of Teaching Professors)

The title of “professor” comes with expectations that one engages with and contributes to a scholarly community in ways that go beyond teaching alone. Thus, teaching professors of any rank are expected to engage in teaching, research, and service. The *expectations for teaching* involve being more than a good classroom teacher. Teaching professors are also expected to contribute to the pedagogical goals of the department and campus beyond their own classroom. Activities that can help fulfill this expectation include (but are not limited to): (a) supervising multi-section courses; (b) training and supervising teaching assistants, instructors, and lecturers; (c) developing new courses or making improvements to the curriculum; (d) demonstrably improving the way an existing course is structured or taught, and (e) directing internship programs. Individuals in the teaching professor ranks also are expected to engage in research activities that enhance the department’s and campus’s reputation beyond the local community. There are two ways that the *research expectations* can be met.

Teaching professors may engage in research aimed at enhancing the quality of education in anthropology. Dissemination of that research may be at conferences or workshops, through traditional publication outlets, and through any channel that generates impact beyond the campus and allows for the scholarly impact to be documented. To be considered for promotion, teaching assistant professors whose scholarship focuses on anthropological education will be expected to provide evidence that they have established a positive scholarly reputation beyond the campus.

Second, in some cases teaching assistant professors will be engaged in research related to strategic areas of emphasis within the department. If this route is chosen, the quality of work is expected to be high, although the expectation for scholarly productivity would be less to reflect the smaller percentage of one’s appointment assigned to research (15% compared to 40% for tenure track faculty in the department). The expectation for quality implies that teaching professors choosing this route would be expected to publish in the same kinds of journals or in the same kinds of presses as are tenure track professors seeking promotion.

Finally, there are *service expectations* for individuals in the teaching professor ranks. The service expectations may be fulfilled through service to the department, the college, the campus, or the discipline. Ideally, individuals will contribute in multiple ways at multiple levels in a manner

befitting the title of “professor.” Some activities that may meet the service expectation include (but are not limited to) serving on departmental or college committees, acting as the faculty supervisor for department or campus student groups, providing peer reviews for conferences or journals, and holding office in professional associations.

Teaching Assistant Professors

Potential appointments to the rank of *teaching assistant professor* will be evaluated by the department’s Advisory Committee. To earn the title of teaching assistant professor, prospective candidates must provide evidence that they are excellent teachers and that they have a high potential for making “an instructional impact both within the department and beyond.”

To be considered for appointment as teaching assistant professor, candidates provide:

- a. A complete longitudinal record of ICES scores (or equivalent teaching evaluations, if coming from another institution).
- b. Their curriculum vitae.
- c. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one’s own classroom (no more than 3 pages, single-spaced).
- d. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.
- e. A research narrative that describes their current research agenda and plan for contributing scholarship that enhances the department and university and makes an impact beyond the campus.
- f. Copies of scholarly works (e.g., articles, conference papers) completed.
- g. Three letters of reference that address the qualifications related to the position of teaching assistant professor. The strong preference is for at least two of the letters to come from individuals who have directly observed the candidate’s teaching.

Promotions within the Teaching Professor Ranks

All promotion cases within the teaching professor ranks will be evaluated at the department level by the Advisory Committee. Information for evaluation beyond the department level can be found in Section 3.6 of the Policy Manual for Faculty of the College of LAS and beyond the College level in Provost Communication 26. To be eligible for a promotion, the College of Liberal Arts and Sciences normally requires a minimum of 5 years in the current position. Exceptions can be made with appropriate justification.

Candidates for *teaching associate professor* must demonstrate that they are excellent teachers and that they have made a substantial “instructional impact both within the department and beyond.” According to Provost Communication 26, teaching associate professors must “be able to demonstrate instructional contributions to the college, campus, and broader discipline, or, if this is to be the person’s first appointment on campus, have a proven record of making such contributions.” Evidence of instructional contributions should document activities such as (a) supervising multi-section courses; (b) training and supervising teaching assistants, instructors, or other lecturers; (c) developing new courses or making improvements to the curriculum; (d) demonstrably improving the way an existing course is structured or taught, and (e) directing internship programs.

Promotion to teaching associate professor will come with a salary increase.

Candidates for *teaching full professor* must meet the same criteria as teaching associate professors and must demonstrate that they have made a significant impact beyond what would be expected for the associate level. As stated in Provost Communication 26, “Promotion to the rank of full teaching professor should be based on a fulfilled promise of quality teaching and pedagogy, including making advancements in teaching and learning in the discipline that led to innovative strategies and marked course improvement. At this level, a teaching professor should be making broader contributions to pedagogy, often by sharing creative and scholarly work at conferences and in publications.” Promotion to teaching full professor will come with a salary increase.

To be considered for appointment as, or promotion to, teaching associate professor or teaching full professor, candidates must submit:

- a. A complete longitudinal record of ICES scores (or equivalent teaching evaluations, if coming from another institution).
- b. Their curriculum vitae.
- c. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one’s own classroom (no more than 3 pages single spaced).
- d. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.
- e. A research narrative that describes their current research agenda and plan for contributing scholarship that enhances the department and university and make an impact beyond the campus.
- f. Copies of scholarly works (e.g., articles, conference papers) completed since their last promotion.

Additionally, as part of the review process, two senior faculty members will observe and evaluate faculty currently at Illinois who are seeking promotion within the teaching professor ranks. The faculty evaluators will prepare an assessment of the candidate’s teaching based on both direct observation of teaching and a review of the candidate’s teaching materials (e.g., syllabi, assignments).

Individuals not currently teaching at Illinois cannot be observed, but instead must ask that at least three letters of reference be provided to the department for distribution to the Advisory Committee. If recent letters of references are otherwise available to the committee (e.g., the prospective appointment is part of a current search for which letters of reference were required), those letters will suffice so long as they address the qualifications related to the respective rank. The strong preference is for at least two of the letters to come from individuals who have directly observed the candidate’s teaching.

Finally, according to Provost Communication #26, promotion within the ranks of teaching professors (or appointment above the rank of assistant teaching professor) requires external review by a minimum of “three scholars or professional specialists outside the University.” The external reviewers must come from comparable institutions and must not have any conflict of interest in doing an evaluation. If viewed as helpful in a particular case, the Head may also ask

for letters of evaluation from individuals outside the department but on campus. Please note- these letters are not the external review letters required by Provost Communication 26. See Communication 26 for more information.

Clinical Professorial Appointments

Provost communication #25 notes that “professorial titles with a “clinical” modifier may be used to create specialized faculty appointments for individuals who provide instruction that draws on and provides specialized knowledge gained from practical experiences in a discipline or profession.” In anthropology, such “specialized knowledge gained from practical experience” could include laboratory techniques/methods and/or field methods. Provost communication #25 further notes that: “Clinical faculty are focused primarily on teaching both in and out of the classroom, but they may also contribute to the University’s public engagement mission and conduct research.” A Ph.D. is expected for individuals holding the title of Clinical Professor (of any rank). However, exceptions can be made in exceptional circumstances to the Ph.D. requirement. Examples of exceptions include: an individual has many years of experience practicing the discipline outside of the University; an individual holds a terminal degree in a discipline that does not offer a Ph.D.; or an individual holds a degree that is deemed appropriate for tenured faculty appointments in other units. Promotion to Clinical Associate Professor or Clinical Full Professor follows the process described in Provost Communication 26 which also gives the dossier format.

Specialized faculty appointed to this track in Anthropology have the majority of their appointment dedicated to teaching, with the expectation that their teaching is informed by their area of specialization. The standard teaching load for a clinical professor is typically **four courses per academic year** (two courses in each semester). Depending on the details of their appointment, clinical faculty may have additional research, service, or public engagement responsibilities. For clinical faculty with active research programs, there may be expectations of publication and grant productivity. Clinical faculty may participate in graduate committees. High enrollment teaching, mentoring of multiple undergraduate capstone or honors projects, and ICR-generating grants may provide additional credit toward teaching responsibilities, subject to the approval of the Head.

There is no set minimum time in rank, but to be evaluated for appointment as clinical associate professor (or promotion to clinical associate professor from clinical assistant professor), a candidate must have at least five years of full-time experience on a university-level faculty *after having completed the terminal degree*. To be considered for appointment as clinical full professor (or promotion to clinical full professor from clinical associate professor), a minimum of ten years of experience on a university-level faculty after the terminal degree is required. Normally the full-time experience on a university-level faculty will occur at the University of Illinois, but exceptions can be made with appropriate justification. There is no maximum time in rank.

So long as it is feasible, individuals in the clinical professor ranks will be eligible for multi-year contracts. Multi-year contracts will only be offered to individuals who maintain excellence in their teaching, research, and service obligations, as evaluated in the customary annual reviews.

Professorial Expectations (For All Ranks of Clinical Professors)

The title of “professor” comes with expectations that one engages with and contributes to a scholarly community in ways that go beyond teaching alone.

Provost Communication #25 states that “Clinical faculty are focused primarily on teaching both in and out of the classroom, but they may also contribute to the University’s public engagement mission and conduct research.” In keeping with these aims, a clinical professor in the Department of Anthropology includes four primary components:

1. Instruction of undergraduate and graduate students in the applied/engaged work within their area of specialization (e.g., ethnographic and/or linguistic data collection and analysis, or forensics and/or related bio-lab work, or artifact collection and analysis).
2. Specific to the faculty member’s appointment letter, there may be an expectation for public engagement with partners within the university and in the broader local and regional communities to advance the professionalism of our students, programs and applied research. Such public engagement efforts would include student trainees whenever possible. The specific nature of this public engagement should be determined based on the particular area of applied work and university and community needs.
3. Specific to the faculty member’s appointment letter, there may be the expectation of performing research as it relates to practice. While research is not a central mandate in this position, given the value placed on integrating science and practice, the clinical professor should be engaged in research as it relates to his/her specific clinical work. This could include, for example, collaborative research within the university, applied research with outside clients through independent research projects, supervising undergraduate or graduate student collaborators, or investigation of best practices in engaged anthropology. The clinical professor is also encouraged to explore basic processes as they relate to their areas of practice and to pursue publication of research findings as time allows (in technical reports and peer-reviewed outlets). Although not a requirement of the research expectations for clinical faculty, application for and reception of grants can be used to document research activity.
4. Specific to the faculty member’s appointment letter, there may be the expectation of service, such as being a member of a student’s committee or serving on departmental committees.

Clinical Assistant Professors

Potential appointments to the rank of *clinical assistant professor* will be evaluated by the department’s Advisory Committee. To earn the title of clinical assistant professor, prospective candidates must provide evidence that they are excellent teachers and that they have specialized knowledge gained from practical experience in their discipline that will advance the curricular and service needs of the department.

To be considered for appointment as clinical assistant professor, candidates provide:

- a. A complete longitudinal record of ICES scores (or equivalent teaching evaluations, if coming from another institution).
- b. Their curriculum vitae.

- c. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one's own classroom (no more than 3 pages, single-spaced).
- d. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.
- e. A research narrative that describes their current research agenda and plan for contributing scholarship that enhances the department and university and makes an impact beyond the campus.
- f. Copies of scholarly works (e.g., articles, conference papers) completed.
- g. Three letters of reference that address the qualifications related to the position of clinical assistant professor.

Promotions within the Clinical Professor Ranks

All promotion cases within the clinical professor ranks will be evaluated at the department level by the Advisory Committee. Information for evaluation beyond the department level can be found in Provost Communication 26. To be eligible for a promotion, the College of Liberal Arts and Sciences normally requires a minimum of 5 years in the current position. Exceptions can be made with appropriate justification.

Candidates for *clinical associate professor* must demonstrate that they are excellent teachers and performing at a high level in all the primary components of the position as listed above.

Promotion to clinical associate professor will come with a salary increase.

Candidates for *clinical full professor* must meet the same criteria as clinical associate professors and must demonstrate that they have made a significant impact beyond what would be expected for the associate level. As stated in Provost Communication 26, "Promotion to the rank of clinical professor should be based upon promise fulfilled... including evidence of appropriate accomplishments in the relevant field." Promotion to clinical full professor will come with a salary increase.

To be considered for appointment as, or promotion to, clinical associate professor or clinical full professor, candidates must submit:

- a. A complete longitudinal record of ICES scores (or equivalent teaching evaluations, if coming from another institution).
- b. Their curriculum vitae.
- c. A teaching statement that summarizes their teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond one's own classroom (no more than 3 pages single spaced).
- d. Sample syllabi, assignments, and other teaching materials that provide evidence of the quality of their instruction.
- e. A research narrative that describes their current research agenda and plan for contributing scholarship that enhances the department and university and make an impact beyond the campus.
- f. Copies of scholarly works (e.g., articles, conference papers) completed since their last promotion.

Additionally, as part of the review process, two senior faculty members will observe and evaluate faculty currently at Illinois who are seeking promotion within the clinical professor ranks. The faculty evaluators will prepare an assessment of the candidate's teaching based on both direct observation of teaching and a review of the candidate's teaching materials (e.g., syllabi, assignments).

Individuals not currently teaching at Illinois cannot be observed, but instead must ask that at least three letters of reference be provided to the Advisory Committee. If recent letters of reference are otherwise available to the committee (e.g., the prospective appointment is part of a current search for which letters of reference were required), those letters will suffice so long as they address the qualifications related to the respective rank. The strong preference is for at least two of the letters to come from individuals who have directly observed the candidate's teaching.

Finally, according to Provost Communication 26, promotion within the ranks of clinical professors (or appointment above the rank of assistant clinical professor) requires external review by a minimum of "three scholars or professional specialists outside the University." The external reviewers must come from comparable institutions and must not have any conflict of interest in doing an evaluation. If viewed as helpful in a particular case, the Head may also ask for letters of evaluation from individuals outside the department but on campus. Please note- these letters are not the external review letters required by Provost Communication 26. See Communication 26 for more information.

Voting Rights of and Service Expectations for all Specialized Faculty

Specialized faculty may attend faculty meetings. They have both voice and vote on non-personnel decisions. They have voice but no vote on hiring decisions. They have voice but not vote on graduate admissions and they may serve as one of the three anthropology faculty on graduate committees. For some specialized faculty, mentoring students may be a component of their responsibilities. They may not chair graduate committees. There are no general service expectations for most specialized faculty, although specialized faculty may contribute to committees with tasks directly related to their appointment (e.g., a teaching professor might serve on a curriculum committee). There are service expectations for Teaching Professorial positions (all ranks) as listed under the section on "Professorial Expectations (For All Ranks of Teaching Professors)."

Appointment letters for specialized faculty will delineate and clearly communicate their duties so as to be clear about expectations and when a course release or SIE might be applicable.

Annual Evaluation of all Specialized Faculty

By April 15th of every year all specialized faculty will be evaluated by the Advisory Committee. Prior to the evaluation, the candidate shall submit an updated CV, current syllabi for all courses, a statement of teaching, research and service accomplishments for the previous year and a statement of goals for the upcoming year. In years when a specialized faculty member is under review for promotion that review replaces the annual review.