

Council on Anthropology and Education Promotion and Tenure Guidelines

The Council on Anthropology and Education seeks to promote exemplary scholarship in anthropological studies of education, in teaching critical research from the field, and in service supportive of social justice issues. CAE sees these as crucial components in the achievement of social justice in education, and as a means to advance anti-oppressive, socially equitable, and racially just outcomes to educational problems through research using anthropological perspectives, theories, methods and findings. These guidelines are intended to be used by anyone who is reviewing a tenure file to support the social justice and activist research valued by the Council on Anthropology and Education. These guidelines are also intended for the use of scholars preparing tenure files for crafting arguments which explain their research trajectory.

Research

CAE supports anthropological research that advances our understanding of social inequality, racism, and oppression. In turn, CAE advocates that this understanding be used to enhance practices and promote racial and social justice in all settings where learning takes place. CAE recognizes the importance of collaborative, community-based, participatory and advocacy research. In the examination of a tenure file, CAE 's mission statement emphasizing social justice research and community-based research, can be used as examples of exemplary scholarship. By broadening traditional definitions to include these categories we both are expanding what should be considered legitimate foundations for activities as well as freeing faculty, particularly junior faculty, from conventional academic restraints. CAE recognizing the scholarly value of anti-oppressive, socially equitable, and racially just work in anthropology of education, and in studies of school and culture.

Highly valued research and scholarly activities could include, but not be limited to the following:

- Award by university, college, or professional association/society for outstanding scholarship related to mission of CAE
- Publications in major/peer-reviewed journal in the field of anthropology of education and/or social justice issues
- Receipt of major fellowship or research award
- Publication of scholarly book(s) related to anthropology of education and/or social justice issues
- Member of review panel for national research society/organization
- Authorship of funded external research-oriented grant proposal related to anthropology of education and/or social justice issues
- Presentation of scholarly papers at international, national, or regional meetings related to CAE mission
- Participation in research or practice workshops, seminars, or scholarly meetings related to CAE mission

- Publications in refereed proceedings of conferences and professional meetings related to anthropology of education and/or social justice issues
- Significant self-development activities, such as internal faculty development grants
- Member of editorial board of a major journal or monograph series related to anthropology of education

Teaching

Excellent teaching requires scholarly expertise in an area as well as a demonstrated commitment to student learning. Evidence of a commitment to student learning includes carefully prepared courses, timely and thoughtful feedback on student work, and accessibility to students. CAE encourages teacher researchers to foster thoughtful dialogue on racial and social oppression in the professional development experiences of educators. In the examination of a tenure file the difficulty of teaching particular courses, as well as a faculty member's responsibilities for teaching large and/or service-oriented courses, should be part of the evaluation. Of particular importance is, where appropriate involving students in community based research, demonstrating skill in utilizing the subject matter to prepare students for participation in the 21st Century and proficiency in transmitting a sense of values and ethics to students.

University, Professional and Public Service

Faculty are expected to be active and productive participants in developing and running the affairs of the University, College, and Department, in contributing to relevant professional organizations, and in interacting with local, state-based and/or national communities in ways that will contribute usefully to those communities and enhance social justice activities. CAE is committed to supporting faculty who choose to serve communities in promoting social justice, and acknowledge that faculty may therefore experience considerable demands from communities outside the College and University in pursuit of these ends. Due both to a membership in a particular communities (as is the case for faculty of color) and to the knowledge of and commitment to social justice research and pedagogy, many faculty will be regarded as important resources and allies to particular communities. This service includes faculty advocating for social justice policy in and out of the University setting. The candidate's service can reach beyond the walls of the classroom into community. A candidate's contribution to the broader community through classes involved in the community, research, grants or use of his or her expertise is valued as service. An additional consideration under service is the career paths of graduates.