RTP Guidelines
Department of Anthropology
San Jose State University

APPROVED BY THE DEPARTMENT'S TENURED AND TENURE-TRACK FACULTY
ON APRIL 7, 2017
BY A UNANIMOUS VOTE OF 7-0

This document is directed to College and University RTP committees and administrators, in order to provide those not trained in anthropology with a better understanding of the activities of faculty in our discipline. We hope that the document might also provide information that can help non-specialists assess these activities.

The Department of Anthropology offers the BA degree in Anthropology, minor degrees in Anthropology, Native American Studies, and Science, Values, and Technology, and the MA degree in Applied Anthropology. Our department also administers the Behavioral Science program, which is an undergraduate interdisciplinary program co-offered with the Departments of Psychology and Sociology. The Behavioral Science program includes a BA degree in Behavioral Science (Interdepartmental). Our department also administers the Organizational Studies program, a pilot undergraduate interdisciplinary program co-offered with the Departments of Communication Studies, Economics, Political Science, Psychology, and Sociology. In addition to our majors, we attract students from a variety of disciplines and fields, and contribute significantly to the University's general education offerings. Currently, three lower division courses are offered in Core GE (ANTH 11, ANTH 12, and ANTH 25), and five in SJSU Studies (ANTH 100W, ANTH 115, ANTH 140, ANTH 146, and ANTH 160). Because the department does not offer 4-unit courses, permanent faculty members typically teach a full load of four courses per semester (after their first two years of assignment). This means that permanent faculty in the Department of Anthropology generally teach a wide variety of courses including introductory undergraduate courses, upper-division major courses, SJSU Studies (General Education) courses, and graduate seminars.

Our mission is to provide high-quality education in cultural anthropology, physical anthropology, and archaeology as foundations for graduate work in applied anthropology. We seek to prepare students to enter many occupations and professions in academic, non-profit, government, and business and industry settings. The department emphasizes teaching and advising, but faculty are also expected to contribute to the discipline of anthropology (and, more broadly, to the social sciences) through conducting and disseminating research and applications in the field. We also expect our tenured and tenure-track faculty to engage in service to the department, the College of Social Sciences, and the University and we believe that such service can take a variety of forms.
I. Evaluation of Effectiveness in Academic Assignment

Effectiveness in teaching is the primary, but not the only, consideration in evaluating a candidate's performance. Tenured or tenure-track faculty normally teach four courses per semester, although the department attempts to release newly hired faculty members from at least one course per semester during their first four semesters. However, this practice is dependent upon available resources.

Effectiveness in the classroom is a primary indication of teaching effectiveness. This is demonstrated in a variety of ways, including numerical SOTE (Student Opinion of Teaching Effectiveness) scores and subjective student evaluations, and peer reviews of teaching effectiveness. It is department policy that SOTEs are collected for all courses taught each semester by tenured and tenure-track faculty members, and by lecturers. Assistant professors undergo peer evaluations by faculty at higher rank at least once every semester. Associate professors undergo peer evaluations at least once per academic year by faculty at higher rank. A standard form used throughout the College of Social Sciences is used in all peer evaluations. Additional peer evaluations are possible if requested by the faculty member. Based on available evidence about possible performance problems, the department chair or the Retention, Tenure and Promotion (RTP) Committee may also request additional peer evaluations.

All faculty members are generally expected to receive SOTE scores comparable to department, college and university norms. The department recognizes that new courses or new preparations sometimes receive lower ratings than well-established courses or courses that the instructor has offered in the past, and that students sometimes find particular courses more difficult or challenging than others. The RTP Committee takes these factors into account in its evaluation so that individual SOTE scores are interpreted in light of the instructor’s pattern of scores.

II. Evaluation of Scholarly, Artistic, or Professional Achievement

Most anthropology faculty will develop active careers as scholars, artists, and/or professionals. Professional, scholarly, and professional achievements may take a variety of forms and may evolve over the course of a career.

Scholarship typically includes refereed journal articles, books, textbooks, monographs, funded research applications and reports, published reviews, and presentations of papers to academic and professional organizations. In the field of anthropology, scholarship also includes reports and documents on the results of field work and applied projects with clients or partners.
All scholarship subjected to peer review is considered to be of acceptable quality. Scholarship published in venues other than peer-reviewed professional journals (e.g., book chapters, technical reports, book reviews, workbooks, manuals, or other types of scholarly publication) is also acceptable; in such instances, the type of review to which such work has been subjected should be documented in the dossier.

In addition to peer-reviewed scholarship, it is also common in anthropology for faculty to produce reports and documents on the results of their field work or applied projects. While such materials may be required or requested by clients and/or partners as project deliverables, they are often substantial scholarly works that meet existing professional standards in our field so their contributions can be shared with colleagues, students, and the wider public. We consider such reports and documents to be acceptable scholarly achievements, even though they may not be have been subject to conventional peer review.

Unpublished research, unfunded grants, and works in progress may also be considered in the RTP review process, but they are of less importance than peer-reviewed research that has either been accepted for publication or published. Newspaper and magazine articles, and published material in non-refereed journals, books, or monographs or presented papers not subject to thorough review should be evaluated on an individual basis. Peer evaluations of unpublished materials are typically included in the dossier.

The primary consideration in the evaluation of an article or chapter is the quality of the work, not the reputation of the journal or book in which it is published. However, works that survive a more competitive process (e.g., a journal or book that rejects a high percentage of submissions,) or that are frequently cited in the literature (as noted in cross-citation indices) are given more consideration in the evaluation of faculty performance. The relative prestige of the journal or book is generally noted in the dossier.

Co-authored works (articles, chapters, books, reports, etc) are common and acceptable, although single-authored works are generally weighed more heavily than multiple-authored works. When the faculty member is not the first or sole author, his or her contribution is generally described and documented. Interdisciplinary research and the inclusion of student co-authors is highly valued.

In our Department, the RTP Committee takes a holistic approach when weighing the originality, quality, consistency, and importance of a faculty member’s scholarly contributions. We recognize that a small number of high quality publications may be of a greater contribution than a large number of lower quality publications. As noted above, involvement of students in faculty research and scholarship is also viewed with favor in RTP deliberations.
Professional achievements that are considered in the RTP process include research based on service learning, significant activities in professional organizations (such as holding office or chairing special task forces), serving as an editor or peer-reviewer for professional journals, sharing scholarship in non-scholarly venues (e.g. providing expertise to media, non-scholarly journals), organizing conferences, or professional activities such as consulting to businesses and other organizations.

As mentioned earlier, most anthropology faculty will be active scholars, artists, and/or professionals throughout their careers, but each case is considered on its own merits. We assume that faculty have both the right and responsibility to develop their own distinct mix of scholarly or artistic or professional work, however, based upon their own particular interests and opportunities, unless specific expectations have been expressed by the Department as part of their appointment or agreed to during the RTP process.

Appendix 1 of this document outlines hypothetical examples of scholarly, artistic, and professional achievement.

III. Evaluation of Service

Performance in this area includes service to students, the college, the University, the community, and the profession or discipline.

Tenured and tenure-track faculty members are generally active in departmental meetings and committees. For tenure and promotion to associate or full professor, service on college and University committees is important. While there is no formal evaluation of committee activities, exemplary work (for example, being elected committee chair or serving on a committee that is exceptionally demanding) is considered by the RTP Committee, and is often documented by letters from committee chairs and/or descriptions of work done. The Department also recognizes service in the form of membership on college and University committees and task forces. It is important to note that because the Anthropology Department is a relatively small one (with fewer than 10 tenure-track faculty members), the demands of departmental and college committee service are comparatively greater than those experienced in larger departments.

The department chair is elected by the faculty and appointed by the President. The graduate coordinator is elected by the faculty and appointed by the chair. The department chair is formally reviewed by the department, college, and University, following current University policy and procedure. The performance of the graduate coordinator is informally reviewed by the chair and is addressed in the RTP process. All permanent faculty members advise undergraduate majors in anthropology, behavioral science, and organizational studies as part of
their required office hours. In addition, they serve on graduate committees (project or thesis) as needed and appropriate.

The graduate coordinator position requires skills in program development and building the infrastructure of the graduate program, as well as facilitating discussions with students and faculty about the program. The coordinator generally receives a reduction in teaching load in recognition of the demanding nature of the position, but this workload compensation should not detract from the value of the coordinator’s academic assignment during RTP deliberations.

Other areas of service include major assessment, new course development, creating and supervising service learning activities, developing and directing archaeological field schools, and other forms of curricular innovation. Still other areas of service include maintaining or strengthening departmental relationships with Native American descendant communities, outreach to local community colleges or high schools, pursuing collaborative ventures with regional or museums and parks, and organizing special events (such as speaker series or fund raising events). In addition, service to the University includes serving as the department’s NAGPRA (Native American Graves Protection and Repatriation Act) coordinator, whose role is to ensure University and department compliance with this important federal law.

Coordinators of GE courses (ANTH 011, 012, 025, 100W, 115, 140, 146, and 160) maintain GE certification of the courses they coordinate, including monitoring syllabi, collecting assessment data and writing up periodic requests for recertification. All faculty contribute as requested to the department’s five-year reviews and program planning. All such activities are typically documented in the dossier and considered in RTP deliberations. Appropriate documentation includes letters from the chair, other faculty members, or others outside of the department who may be in a position to comment on the candidate’s contributions. In addition, faculty members may serve as advisors to student organizations as part of their service.

Faculty may also supervise independent studies, honors projects, or serve as chairs or readers of graduate student theses or project reports. Such service is typically done by all faculty, but extraordinary work in this area (for instance, an unusual number of theses supervised to completion) is valued highly.

IV. Resources

Anthropological research and scholarship has become increasingly dependent upon resources. Because research in cultural, physical, and archaeological anthropology is often conducted in foreign countries, faculty members often must travel to their research sites for a summer or a semester. Some of the subdisciplines may require access to specialized equipment. For example, in archaeology, XRF (X-ray florescence) analyzers, ground penetrating radar, drones for surveying field sites, and other technologies may be required to realize projects. Physical
anthropologists may need access to laboratories for aDNA (ancient DNA) analysis of human remains. Cultural anthropologists may need software packages for transcribing interviews or coding data. Consequently, candidates seeking promotion and tenure generally seek resources including assigned time (course release), internal and external grants, and other forms of support to facilitate high levels of achievement in the area of research and scholarship.
with guidance and models of excellence. A candidate might still reach excellence by following other models:

### Appendix I: Hypothetical Examples of Scholarly Articles or Professional Achievement

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Baseline</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td><em>Polymyxin</em> eradicates multidrug-resistant bacteria in vitro and in vivo.</td>
<td><em>Polymyxin</em> is a promising new antibiotic.</td>
<td><em>Polymyxin</em> has shown some promise in preliminary studies.</td>
<td><em>Polymyxin</em> has not been studied extensively.</td>
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<tr>
<td><em>E. coli</em> expresses the gene for resistance to <em>Polymyxin</em> in the presence of antibiotics.</td>
<td><em>E. coli</em> may be susceptible to <em>Polymyxin</em> at lower concentrations.</td>
<td><em>E. coli</em> has shown some resistance to <em>Polymyxin</em> in preliminary experiments.</td>
<td><em>E. coli</em> has not shown any resistance to <em>Polymyxin</em>.</td>
</tr>
<tr>
<td><em>Polymyxin</em> binds to bacterial membranes, disrupting their integrity.</td>
<td><em>Polymyxin</em> has potential for use in treating antibiotic-resistant infections.</td>
<td><em>Polymyxin</em> is worth further investigation.</td>
<td><em>Polymyxin</em> is not recommended for use.</td>
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Note: These examples assume that the hypothetically ideal candidate is underwriting the full year full review. The examples should not be