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TO: Anne Marie Todd, Dean, Social Sciences

FROM: Magdalena Barrera, Vice Provost for Faculty Success

DATE: 16 November 2023

SUBJECT: Approved Department of Economics RTP Guidelines

On behalf of Provost Vincent Del Casino, I am pleased to report that the updated Department of Anthropology RTP Guidelines have been approved. Per University Policy S15-7, these guidelines have been reviewed by the Professional Standards Committee of the Academic Senate, the College, and the Office of the Provost. The implementation date for these approved guidelines is August 19, 2024 and will come up for review in five years.

A copy of these guidelines must be included in the dossier of all RTP candidates from the Department of Anthropology.

C: Charlotte Sunseri, Department Chair, Anthropology
Karthika Sasikumar, Chair, Academic Senate
James Lee, Senior Director, UP-Faculty Services

Effective Date:	August 19, 2024 (first duty day)
Review Cycle:	AY 28-29 (review/revise/renew)
Expiry:	Fall 2029* (first duty day)

**Per S15-7, 4.3.3, Guidelines that display a date more than five years old calculated from the time of the submission of the dossier shall be considered invalid, except as provided below in "Continuity of guidelines throughout review period."*

James Lee, Senior Director, Faculty Services

RTP Guidelines
Department of Anthropology
San José State University

Approved by the Department's Tenured and Tenure-Track Faculty on February 8, 2023
By a Vote of 8-1

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 our discipline's norms and expectations regarding research, scholarship, and creative activity. We hope that the document might also provide information that can help non-specialists assess teaching and service duties.

The Department of Anthropology offers a BA degree in Anthropology; minor degrees in Anthropology and Values, Technology, and Society; and an MA degree in Applied Anthropology. Our department also administers a BA degree in Behavioral Science, which is an undergraduate interdisciplinary program co-offered with the Departments of Psychology, and Sociology. Additionally, our department administers a BA degree in Organizational Studies, an undergraduate interdisciplinary program co-offered with the Departments of Communication Studies, Economics, History, Political Science, Psychology, and Sociology. In Spring 2023, our department also began offering a BA degree in Anthropology as part of the new SJSU Online degree completion initiative.

In addition to majors and minors, we offer instruction to students from a variety of disciplines and contribute to the University's general education offerings. Currently, four lower division courses are offered in Core GE (ANTH 11, ANTH 12, ANTH 13 and ANTH 25), and five in SJSU Studies (ANTH 100W, ANTH 115, ANTH 140, ANTH 146, and ANTH 160). Permanent faculty in the Anthropology Department generally teach a variety of courses including introductory undergraduate courses, upper-division major courses, Core GE and SJSU Studies courses, and graduate seminars.

Our mission is to provide high-quality instruction and advising in cultural anthropology, physical anthropology, and archaeology, to educate and mentor graduate students in applied anthropology, and to support students in our interdisciplinary Behavioral Science and Organizational Studies degree programs. We prepare students for occupations 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, the University, the discipline, and the community.

1. Evaluation of Effectiveness in Academic Assignment

Teaching is a vitally important consideration in evaluating a candidate's performance. 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 observations 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 observations by faculty at higher rank at least once every semester. Associate professors undergo peer observations at least once per academic year by faculty at higher rank. A standard form is used in all peer observations. Additional peer observations are possible if requested by the faculty member. Based on available evidence about possible performance problems, the department chair or the department's Retention, Tenure, and Promotion (RTP) Committee may also request additional peer observations.

All faculty members are generally expected to receive SOTE scores comparable to department, college and University norms. The department recognizes that new courses or 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 department's RTP Committee takes these factors into account in its evaluations so that individual SOTE scores are interpreted in light of the instructor's pattern of scores.

2. Evaluation of Scholarly, Artistic, or Professional Achievement

Anthropology faculty will develop active careers as scholars, artists, or professionals. Professional, scholarly, and artistic achievements may take a variety of forms and often evolve over the course of a career.

Scholarship typically includes refereed journal articles or book chapters, 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 for clients or partners in the public, private, or non-profit sectors.

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 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. The department considers such reports to be acceptable scholarly achievements, even though they may not have been subjected to conventional peer review. Also, in accordance with Amendment E of University Policy S15-8, the department recognizes and values the importance of "the scholarship of engagement," namely "the application of expertise and/or talent grounded in the candidate's discipline. . . [it might include] engagement with government, private sector, non-profit sector, educational and cultural institutions, community groups, and environmental, humanitarian and civil rights organizations." For scholarship that is not peer-reviewed, the department strongly encourages candidates to include in their dossiers written assessments from independent (non-SJSU) disciplinary experts who can attest to the quality or overall impact of the work.

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. Independent (non-SJSU) peer evaluations of unpublished materials should be included in the dossier. Newspaper and magazine articles, academically oriented blog posts, 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.

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 undergo 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, co-edited, and single authored works (articles, chapters, books, reports, etc.) are common and valued in the department. Many anthropologists are involved in significant collaborative projects with other scholars and/or community partners that require the input and recognition of multiple authors. Interdisciplinary research and creative activity, and the inclusion of student and community-based co-authors is highly valued.

The department's 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 a greater contribution than a large number of lower quality publications. As noted above, involvement of students and community members 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 elected 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. While some of these activities are considered forms of service to the discipline under University Policy 15-8, the department also considers them to be indicators of professional achievement.

As mentioned earlier, most anthropology faculty will be active scholars, artists, or professionals throughout their careers, but each case is considered on its own merits. Faculty members are encouraged to develop their own distinct mix of scholarly, artistic or professional work, 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. Table 1 at the end of this document outlines hypothetical examples of scholarly, artistic, and professional achievement.

3. 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 with 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.

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, ethnographic lab work, 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, curating departmental collections of skeletal remains, pursuing collaborative ventures with regional or museums and parks, and organizing special events. College service may include serving on committees such as the Sabbatical & Leaves Committee, the Advising Council the RSCA Committee, the College RTP Committee, or the Scholarship Committee. University service

may include serving on University-level committees, serving as the department's SJSU Online faculty coordinator, or serving as SJSU's NAGPRA (Native American Graves Protection and Repatriation Act) Coordinator, to ensure University compliance with state and federal repatriation laws.

Coordinators of GE courses (ANTH 011, 012, 013, 025, 100W, 115, 140, 146, and 160) maintain GE certification of the courses they coordinate, including monitoring syllabi, collecting assessment data, and preparing assessment reports for the department chair. All faculty contribute to the department's program planning reports and reviews. 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.

4. Resources

Anthropological research and scholarship are often dependent upon resources. Because research in cultural, physical, and archaeological anthropology is often conducted abroad, faculty members may travel to foreign research sites for a summer, a semester, or longer. Some subdisciplines 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 bring projects to fruition. Physical anthropologists may need access to laboratories for aDNA (ancient DNA) analysis of skeletal 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, internal and external grants, and other forms of support to facilitate high levels of achievement in the area of research and scholarship.

Table 1

Hypothetical Examples of Scholarly, Artistic, or Professional Achievement

Note: These examples assume that the hypothetical candidate is undergoing the 6th year full review. The examples should not be interpreted as requirements, nor as a checklist of accomplishments that must be met, but instead as a means of providing candidates with guidance and models of excellence. A candidate might still reach excellence by following other models.

Unsatisfactory	Baseline	Good	Excellent
• Candidate has produced no peer-reviewed articles, books, research reports, films, or other forms of scholarship or creative activity. • Candidate never presents papers at academic conferences or invited speaker series. • Candidate has failed to develop a research agenda beyond his or her doctoral research. • Candidate has not been awarded grants.	• Candidate has periodically (but inconsistently) produced peer-reviewed articles or research reports, but no books, films, or other forms of scholarship or creative activity. • Candidate presents papers at academic conferences or invited speaker series every other year, or attends conferences regularly but does not present research. • Candidate has begun to develop a research agenda beyond his or her doctoral research.	• Candidate has produced a stream of peer-reviewed articles, research reports, films, or other forms or scholarship or creative activity. • Candidate presents papers at academic conferences, some of which might include students. • Candidate has a well-developed a research agenda beyond his or her doctoral research. In addition, the candidate has accomplished one of the following: • Candidate has been awarded grant(s) or contract(s) or award(s) for small-scale research projects, or has successfully submitted such grants with positive reviews. • Candidate produces non-peer reviewed publications, such as commentaries, that reach a wide audience. • Candidate has several peer-reviewed articles in significant journals linked to major professional associations, such as *American Anthropologist, Medical Anthropology Quarterly,* or *Human Organization*, or other professional journals relevant to the candidate's areas of expertise. • Candidate has a forthcoming book (or book contract) published by a University or scholarly press. • If candidate is an applied cultural anthropologist, he or she presents evidence of anthropological application or "scholarship of engagement," such as a report or article reflecting an applied project. • If candidate is an archaeologist, he or she presents evidence of archaeological application (project reports, field school reports, etc.) or "scholarship of engagement," perhaps with peer-reviewed articles in journals such as *American Antiquity* or *Historical Archaeology*, or other professional journals relevant to the candidate's areas of expertise. • If candidate is a physical anthropologist, he or she has a robust portfolio of peer-reviewed articles and abstracts in journals such as the *American Journal of Physical Anthropology*, or other professional journals relevant to the candidate's areas of expertise.	• Candidate has authored or co-authored a book OR has a track record of annual publications. • Candidate is recognized in the field (e.g., Candidate is asked to be a peer evaluator or has served on an editorial board). • Candidate presents paper at more than one academic conference or invited speaker series annually. • Candidate has written research reports for clients or produced a record of "scholarship of engagement" and included documentation from independent scholar(s) assessing the works. • Candidate has won national or international award recognizing outstanding publication or academic accomplishment. • Candidate has been awarded competitive internal or external grant(s) or contract(s) or award(s) for major research project, or has successfully submitted such grants with positive reviews. • Candidate produces non-peer reviewed publications related to his or her research that reaches a wide general audience and influences public policy.