

APPOINTMENT, RETENTION, TENURE AND PROMOTION CRITERIA, STANDARDS AND PROCEDURES FOR PROBATIONARY AND TENURED FACULTY EMPLOYEES

Proposed	Comments	S98-8
<p><b>2. Criteria</b></p> <p><b>2.1 Effectiveness in Academic Assignment</b>  Faculty members shall be evaluated within the scope of their academic assignment. Contribution to the teaching mission of the University is normally the primary consideration in the evaluation of academic assignment. For most faculty members, appraisal of effectiveness in academic assignment will involve primarily an evaluation of teaching. In addition, the academic assignment may involve instructionally-related activities such as: student advising; participation in department, college, and university governance; and curricular development. For some faculty, such as Department Chairs, Program Directors, coordinators, counselors, Associate Deans (if via faculty appointment) and field supervisors, if part or all of their academic assignment is of a non-teaching nature, they should be evaluated accordingly.</p>		<p><del>H.</del> 2. Criteria</p> <p><del>A.</del> 2.1 Effectiveness in Academic Assignment  Faculty members shall be evaluated within the scope of their academic assignment. Contribution to the teaching mission of the University is normally the primary consideration in the evaluation of academic assignment. For most faculty members <del>then</del>, appraisal of "effectiveness in academic assignment" will involve <b>primarily an</b> evaluation primarily of teaching. In addition, <b>the</b> academic assignment may involve instructionally related activities: e.g., student advising; participation in department, college, and university governance; and curricular development. For some faculty, such as <del>d</del>Department <del>e</del>Chairpersons, coordinators, <b>Program Directors, counselors, Associate Deans (if via faculty Appointment)</b> and field supervisors, <b>if</b> part or all of their assignment is of a non-teaching nature, and they should be evaluated accordingly.</p>
<p>2.1.1. Effectiveness in Teaching or Professional Assignment</p> <p>2.1.1.1. For teaching faculty, an evaluation of a faculty member's teaching effectiveness requires a thoughtful and non-biased</p>	<p>This change was made to accommodate non-teaching units</p> <p>In this section, the</p>	<p><b>2.1.1. Effectiveness in Teaching or Professional Assignment</b></p> <p><b>2.1.1.1. For teaching faculty, aAn evaluation judgment of a faculty member's teaching effectiveness requires a thoughtful and non-biased approach. Specifically, an</b></p>

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<p>approach. Specifically, an evaluation may be comprised of an assessment of a faculty member’s classroom and laboratory teaching, curricular development skills, supervision of graduate and undergraduate student research, coordination of multi-section courses, or training and supervision of teaching and graduate assistants. Contributions, such as the development or initiation of new courses, and carefully evaluated and properly supervised experimentation with pedagogical techniques or instructional technology, may also be considered in an evaluation. Evidence of involvement with and effectiveness in interdisciplinary courses and other activities related to general education may also be included.</p> <p>2.1.1.2. For non-teaching Unit 3 employees, effectiveness in the professional assignment will be evaluated in compliance with guidelines developed by the unit of assignment, with appropriate components of peer evaluation and evaluation of impact on</p>	<p>changes were made to clarify language and not to change intent of the content.</p> <p>Also, to make it easier to review, certain sections in S98-8 were moved down to align that material with the proposed.</p> <p>The language from the last part of this section S98-8 was moved to 2.1.1.2 with no changes</p>	<p>evaluation <b>may be comprised of an assessment by one's of a faculty member's peers, of classroom and laboratory teaching, course curricular development skills, development of appropriate teaching materials, supervision of graduate and undergraduate student research, coordination of multi-section courses, or training and supervision of teaching and graduate assistants. Contributions, such as the development or initiation of new courses, and carefully evaluated and properly supervised experimentation with pedagogical techniques or instructional technology may also be considered <del>in evaluating a faculty member.</del> Evidence of involvement with and effectiveness in interdisciplinary courses and other activities related to general education may also be included.</b></p> <p><b>2.1.1.2. For non-teaching Unit 3 employees, effectiveness in the professional assignment will be evaluated in compliance with guidelines developed by the unit of assignment, with appropriate components of peer evaluation and evaluation of impact on students.</b></p>
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<p>students.</p>	<p>Evidence of teaching effectiveness from S98-8 has been moved to Section 2.1.3.1</p>	
<p><b>2.1.2. Service to Students and the University</b></p> <p>Faculty members shall be evaluated for their contributions to their department's instructional program(s) and for significant service to the department, college, or university. Such service may include academic advising, committee service at all levels, career and personal counseling, and participation in the Academic Senate or the California Faculty Association. Further, service may include performing administrative roles (e.g., scheduler, program or area coordinator, Department Chair, Associate Dean if via faculty appointment) or making contributions to student welfare (e.g., participation in educational equity activities, membership on student-faculty committees, service as advisor to student organizations).</p>	<p>The S98-8 language for evaluation of service has been moved to 2.1.3.2</p>	<p><b>2.1.2. Service to Students and the University</b></p> <p>Faculty members shall <del>also</del> be evaluated for their contributions to their department's instructional program(s) and for significant service to the department, college, or university. Such service may include academic advising, committee service at all levels, career and personal counseling, and participation in the Academic Senate or the California Faculty Association. <b>Further, service may include performing</b> as well as administrative activities <b>(e.g. scheduler, program or area coordinator, Department Chair, Associate Dean if via faculty appointment)</b> <del>such as scheduling, program coordination or other special assignment, or service as department chairperson, area coordinator, or associate dean.</del> Such service <del>may also include</del> <b>or making</b> contributions made to student welfare <b>(e.g. through</b> participation in educational equity activities, membership on student-faculty committees, service as advisor to student organizations).,</p>

<sup>1</sup> Called "student questionnaire evaluations" in the Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, May 14, 2002 – June 30, 2005 and its successor agreements (hereinafter referred to as the Agreement).

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<p>2.1.3 Contents of Dossier in Relation to Academic Assignment</p> <p>2.1.3.1.Evaluation of Teaching or Professional Assignment</p> <p>2.1.3.1.1. Evidence of teaching effectiveness shall include, for the period under review, a list of courses taught, peer evaluations and, in accordance with university policy on student opinions of teaching effectiveness<sup>1</sup>, all official standardized student data. Evidence of teaching effectiveness may also include of selected course materials, statements of course objectives, student success in postgraduate activities (professional schools, research, graduate programs, job performance), and signed letters from colleagues and from present or former students. Faculty members under review may include an analysis of any of the materials in the dossier and a statement of their teaching methods and goals. Faculty who engage in team-teaching, interdisciplinary approaches to learning, and pedagogical experimentation are encouraged to</p>		<p><del>and related activities.</del></p> <p><b>2.1.3 Contents of Dossier in Relation to Academic Assignment</b></p> <p><b>2.1.3.1</b> Evaluation of Teaching or Professional Assignment</p> <p><b>2.1.3.1.1</b> Evidence of teaching effectiveness shall include, for the period under review, a list of courses taught, peer evaluations and, in accordance with university policy on student opinions of teaching effectiveness* all available standardized student data. Evidence of teaching effectiveness may also include selected course materials, statements of course objectives, student success in postgraduate activities (professional schools, research, graduate programs, job performance), and signed letters from colleagues and from present or former students. Faculty members under review may include an analysis of any of the materials in the dossier and a statement of their teaching methods and goals. Faculty who engage in team-teaching,</p>
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<p>submit documentation to support the implementation of these approaches. Faculty committees, Department Chairs and university administrators shall use a holistic approach when evaluating all available evidence. Although standardized student opinion surveys shall be employed as mandated by policy, they shall not be the sole basis for evaluating teaching effectiveness, professional competence, knowledge, appropriateness of course materials, or other factors.</p> <p>2.1.3.1.2. For non-teaching Unit 3 faculty, evidence of effectiveness in their professional assignment should include evaluations by professionals who are on and off</p>		<p>interdisciplinary approaches to learning, and pedagogical experimentation are encouraged to submit documentation of the value of these approaches. <b>Faculty committees, Department Chairs and university administrators shall use All available evidence shall be evaluated by the department committee reviewing the candidate;</b> a holistic approach <b>when evaluating all available evidence. Although to this must be taken, and while the</b> standardized student opinion surveys shall be employed as mandated by policy, they shall not be the sole basis for evaluating teaching effectiveness, professional competence, knowledge, the appropriateness of course materials, or other factors.</p> <p><b>2.1.3.1.2</b> For non-teaching Unit 3 faculty, evidence of effectiveness in their professional assignment should include evaluations by professionals who are on and</p>
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<p>campus, and who are qualified to assess a faculty member's performance of his or her assigned service-related duties.</p> <p>2.1.3.2. Evaluation of Service in the Academic Assignment</p> <p>2.1.3.2.1. Significant service should be systematically evaluated and, when judged to be exceptional in its quality or scope, recognized as such and rewarded appropriately. To this end, departments and programs are encouraged to establish guidelines for the evaluation of service to students and the University. Ordinarily, time in rank per se shall not be a criterion for promotion; however, in cases where faculty members have made a significant contribution to the University over a number of years, the total contribution should be taken into consideration.</p> <p>2.1.3.2.2. For non-teaching assignments, evidence of effectiveness should include evaluations by professional people, on- and off-campus, who are in a position to judge a faculty member's performance of his or her assigned duties.</p>		<p>off campus, and who are qualified to assess a faculty member's performance of his or her assigned service-related duties.</p> <p><b>2.1.3.2</b> Evaluation of Service in the Academic Assignment</p> <p>Significant service should be systematically evaluated and, when judged to be exceptional in its quality or extent, recognized as such and rewarded appropriately. To this end, departments and programs are encouraged to establish guidelines for the evaluation of service to students and the University. Ordinarily, time in rank per se shall not be a criterion for promotion; however, in cases where faculty members have made a significant contribution to the university over a number of years, that total contribution should be taken into <b>consideration</b> <del>account</del>.</p> <p><b>2.1.3.2.2</b> For non-teaching assignments, evidence of effectiveness should include evaluations by professional people, on- and off-campus, who are in a position to judge a faculty member's performance of his or her</p>
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		assigned duties.
<p><b>2.2. Scholarly or Artistic or Professional Achievement</b></p> <p>The second criterion for appointment and advancement within the university is scholarly or artistic or professional achievement. Such contributions to a faculty member's discipline or professional community are normally expected for continuation and advancement in the university. The nature of the expected contributions will vary according to the nature of a faculty member's discipline and professional interests.</p> <p>Specifications for the types of scholarly, artistic or professional achievements that are considered to be appropriate for members of a department (or similar unit) are provided in guidelines developed by that department or unit (see section 2.2.2).</p> <p>Scholarly or artistic or professional achievements must be documented and evaluated if they are to be properly used in faculty personnel decisions; departmental and/or college guidelines specify the scope and types of documentation to be included in the dossier that is necessary to verify the completion and quality of achievement. Specific information about the development and evaluation of the guidelines is provided in 2.2.2.</p>	<p>Major changes here were to require guidelines and separate the definitions of the different types of achievements.</p> <p>Here, material has just</p>	<p><del>B-</del> <b>2.2 Scholarly or Artistic or Professional Achievement</b></p> <p>The second basic criterion for appointment and advancement within the university is scholarly or artistic or professional achievement. Such contributions to a faculty member's discipline or professional community are normally expected for continuation and advancement in the university. The nature of the expected contributions will vary according to the nature of a faculty member's discipline and professional interests. <del>The expected</del> <b>Specifications for the types of scholarly, artistic or professional achievements that are considered to be appropriate for members of a department (or similar unit) are provided in guidelines developed by that department or unit (see section 2.2.2.</b> <del>should be clearly stated in duly established college, school, or departmental guidelines.</del> Scholarly or artistic or professional achievements must be documented and evaluated if they are to be <b>properly</b> used in faculty personnel decisions; departmental and/or college guidelines <del>may address the extent and nature of the documentation that is appropriate</del> <b>specify the scope and types of documentation to be included in the dossier</b></p>

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<p>2.2.1. Types of Achievements</p> <p>2.2.1.1. In general, scholarly achievement consists of work that is based on research and entails theory, analysis, interpretation, explanation, or demonstration relating to research, training, curriculum development, faculty development, and contracts. This type of achievement includes, but is not limited to, books, articles, reviews, technical reports, papers read to scholarly associations, computer software, the application for funding (given evaluations of the proposal) and awarding of funding.</p>	<p>been rearranged for clarity but no substantial changes.</p> <p>Here, Senator Stacks had recommended language to more clearly emphasize that application of funding could be considered as achievement. If application for funding is to be considered, evaluations of proposals must be included.</p> <p>Detailed specifications for types of achievements have been removed from this section because these will be specified in the guidelines.</p>	<p><b>that is necessary to verify the completion and quality of achievement. Specific information about the development and evaluation of the guidelines is provided in 2.2.2.</b></p> <p>2.2.1. Types of Achievements</p> <p><b>2.2.1.1 In general, scholarly achievement consists of work that is based on research and entails theory, analysis, interpretation, explanation, or demonstration relating to research, training, curriculum development, faculty development, and contracts. This type of achievement includes, but is not limited to, books, articles, reviews, technical reports, papers read to scholarly associations, computer software, or the application for funding (given evaluations of the proposal) and/or awarding of grants funding, or papers read to scholarly associations in general, work based on research and entailing theory, analysis, interpretation explanation, or</b></p>
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<p>2.2.1.2. Artistic achievement includes, but is not limited to, the creation of original work in poetry, fiction, drama, dance, the aural and visual arts; performances or direction in music, theatre and dance requiring interpretation and the mastery of a skill in addition to research.</p> <p>2.2.1.3. Professional achievement includes, but is not limited to, active participation or</p>		<p>demonstration.</p> <p><del>Noting the particular requirements for curricular development in a period of changing information technologies, multicultural education, and the necessity of incorporating into higher education students from varied and diverse backgrounds, faculty members may demonstrate scholarly achievement through the development of curricula and curricular materials for one's disciplinary field and/or General Education courses. Curricular development, contributions to technologically mediated instruction, or other pedagogical innovation informed by genuine scholarship may be included within this criterion, as may genuine scholarly achievement in the course of supervising student research.</del></p> <p>2.2.1.2 Artistic achievement includes, but is not limited to, the creation of original work in poetry, fiction, drama, dance, the aural and visual arts; or performances or direction in music, theatre and dance requiring interpretation and the mastery of a skill in addition to research.</p> <p>2.2.1.3 Professional achievements includes, but <del>are</del> <b>is</b> not limited to: active participation or leadership in professional associations and meetings; service to the K-14</p>
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<p>leadership in professional associations and meetings; service to the K-14 educational segments; professional involvement with other groups and institutions, panels, activities, or workshops; patented inventions or discoveries; consulting; service on editorial boards or as editor of a professional journal or newsletter; adjudicator, translator, or reviewer for publishers or other agencies and associations; public lectures; honors and awards. Professional achievement generally includes active participation or leadership in the California State University or in professional associations related to a faculty member's discipline. Service to other associations or to the local, state, national, or international community in a capacity related to the faculty member's discipline and requiring the application of the faculty member's professional knowledge or skills shall also be recognized as a professional contribution or achievement.</p>		<p>educational segments; professional involvement with other groups and institutions <del>related to the institutional mission of a "metropolitan" university</del>; panels, activities or workshops; patented inventions or discoveries; consulting; service on editorial boards or as editor of a professional journal or newsletter; adjudicator, translator or reviewer for publishers or other agencies and associations; public lectures; honors and awards. Professional achievement generally includes active participation or leadership in the CSU or in professional associations related to a faculty member's discipline. Service to other associations and to the community, state, nation, or international community in a capacity related to the faculty member's discipline and requiring the application of the faculty member's professional knowledge or skills shall also be recognized as a professional contribution or achievement. <del>Departments, schools, and colleges are encouraged to establish guidelines for the definition and evaluation of participation, leadership, and other service that is to be considered scholarly or professional or artistic achievement.</del></p>
<p><b>2.2.2. Guidelines for Scholarly, Artistic or Professional Achievement</b> 2.2.2.1. Departments, schools or divisions will be responsible for developing</p>		<p><b>2.2.2. Guidelines for Scholarly, Artistic or Professional Achievement</b> <b>2.2.2.1. Departments, schools or divisions will be responsible for</b></p>

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<p>guidelines for definition and evaluation of scholarly, artistic or professional achievement</p> <p>2.2.2.2.Guidelines for scholarly, artistic and professional achievements are to be made available to candidates and all review bodies involved with evaluation of retention, tenure or promotion. These guidelines will provide information on the type of achievements considered as scholarly, artistic or professional activity, how the achievements are evaluated and provide direction on the type and extent of documentation to be placed in the candidate’s dossier for faculty personnel decisions.</p> <p>2.2.2.3.These guidelines will be reviewed by the college (or General Unit) RTP committee and the Dean (or General Unit equivalent). If the departments within the college or General Unit so choose, the college or General Unit can produce a common set of guidelines.</p> <p>2.2.2.4.The Dean of the college (or the General Unit equivalent) is responsible for insuring that the department/school/division/college guidelines are developed and completed</p>		<p><b>developing guidelines for definition and evaluation of scholarly, artistic or professional achievement</b></p> <p><b>2.2.2.2 Guidelines for scholarly, artistic and professional achievements are to be made available to candidates and all review bodies involved with evaluation of retention, tenure or promotion. These guidelines will provide information on the type of achievements considered as scholarly, artistic or professional activity, how the achievements are evaluated and provide direction on the type and extent of documentation to be placed in the candidate’s dossier for faculty personnel decisions.</b></p> <p><b>2.2.2.3 These guidelines will be reviewed by the college (or General Unit) RTP committee and the Dean (or General Unit equivalent). If the departments within the college or General Unit so choose, the college or General Unit can produce a common set of guidelines.</b></p> <p><b>2.2.2.4 The Dean of the college (or the General Unit equivalent)</b></p>
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<p>in a timely fashion.</p> <p>2.2.2.5. The set of approved departmental guidelines for a college will be reviewed and approved by the University RTP committee with final approval from the Office of Faculty Affairs.</p> <p>2.2.2.6. Guidelines should be reviewed at least every three years. If modified, they should be resubmitted for approval.</p>		<p><b>is responsible for insuring that the department/school/division/college guidelines are developed and completed in a timely fashion.</b></p> <p><b>2.2.2.5 The set of approved departmental guidelines for a college will be reviewed and approved by the University RTP committee with final approval from the Office of Faculty Affairs.</b></p> <p><b>2.2.2.6 Guidelines should be reviewed at least every three years. If modified, they should be resubmitted for approval.</b></p>
<p>The development of the guidelines is as follows:</p> <p><b>2.2.2.7 Departmental/School/Division Guidelines</b></p> <p>2.2.2.7.1 Each department, school, or division shall develop guidelines that:</p> <ul style="list-style-type: none"> <li>○ <u>Specify achievements considered to be scholarly, artistic or professional.</u> The guidelines shall list appropriate achievements including, for example, refereed papers,</li> </ul>	<p>Note that the guidelines are modified from Guidelines for Guidelines.</p>	<p><b>The development of the guidelines is as follows:</b></p> <p><b>2.2.2.7. Departmental/School/Division Guidelines</b></p> <p><b>2.2.2.7.1. Each department, school, or division shall develop guidelines that:</b></p> <ul style="list-style-type: none"> <li>○ <b><u>Specify achievements considered to be scholarly, artistic or professional.</u></b> The guidelines shall list appropriate achievements including, for example,</li> </ul>

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<p>curriculum development, contributions to technologically mediated instruction, other pedagogical innovations, funded activities via grants or contracts, and efforts to obtain funding for activities (proposal submission).</p> <ul style="list-style-type: none"> <li>○ For each type of achievement, <ul style="list-style-type: none"> <li>▪ Specify the type and extent of documentation to be included in the candidate’s dossier required to verify the achievement.</li> <li>▪ Specify by what measure (e.g., whether peer-reviewed or otherwise) the achievement is to be evaluated. Describe how the significance of the achievement is typically evaluated (e.g. refereeing or selection processes). This is particularly important for non-traditional types of achievements.</li> <li>▪ Specify the type and extent of documentation required for an evaluation of the level of achievement. When developing guidelines it is important that scholarly or</li> </ul> </li> </ul>		<p><b>refereed papers, curriculum development, contributions to technologically mediated instruction, other pedagogical innovations, funded activities via grants or contracts, and efforts to obtain funding for activities (proposal submission).</b></p> <ul style="list-style-type: none"> <li>○ <b>For each type of achievement,</b> <ul style="list-style-type: none"> <li>▪ <b>Specify the type and extent of documentation to be included in the candidate’s dossier required to verify the achievement.</b></li> <li>▪ <b>Specify by what measure (e.g., whether peer-reviewed or otherwise) the achievement is to be evaluated. Describe how the significance of the achievement is typically evaluated (e.g. refereeing or selection processes). This is particularly important for non-traditional types of achievements.</b></li> <li>▪ <b>Specify the type and extent of documentation required for an evaluation of the</b></li> </ul> </li> </ul>
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<p>artistic or professional achievement be thoroughly evaluated by one's disciplinary peers, within and/or outside one's department, not merely enumerated. Ordinarily the number or length of publications per se shall not be a criterion for tenure or promotion. In cases where a faculty member has made significant contributions to his/her discipline or professional community over a number of years, that total contribution should be taken into account.</p> <p>For example, guidelines could stipulate that a proposal review from a granting agency should be included as documentation. A department might also stipulate that an editorial or review board (or jury) decision constitutes an evaluation of an artistic work. Departments should require that professional contributions be evaluated by appropriate individuals in</p>		<p><b>level of achievement. When developing guidelines it is important that scholarly or artistic or professional achievement be thoroughly evaluated by one's disciplinary peers, within and/or outside one's department, not merely enumerated. Ordinarily the number or length of publications per se shall not be a criterion for tenure or promotion. In cases where a faculty member has made significant contributions to his/her discipline or professional community over a number of years, that total contribution should be taken into account.</b></p> <p><b>For example, guidelines could stipulate that a proposal review from a granting agency should be included as documentation. A department might also stipulate that an editorial or review board (or jury)</b></p>
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<p>a position to assess the quality and significance of the contributions. If a unit makes only holistic assessments of an achievement as part of its review, specify how the candidates are to be rated and criteria associated with each rating.</p> <ul style="list-style-type: none"> <li>▪ If possible, comment on the investment of time, skill and energy that typically is required for the various types of achievements.</li> <li>○ Provide a statement of how the unit views the relative worth of individual efforts versus collaborative efforts.</li> </ul> <p>2.2.2.7.2 Approval of the guidelines would be the purview of the tenure and tenure-track faculty.</p> <p>2.2.2.7.3 Each department, school, or</p>		<p><b>decision constitutes an evaluation of an artistic work. Departments should require that professional contributions be evaluated by appropriate individuals in a position to assess the quality and significance of the contributions. If a unit makes only holistic assessments of an achievement as part of its review, specify how the candidates are to be rated and criteria associated with each rating.</b></p> <ul style="list-style-type: none"> <li>▪ <b>If possible, comment on the investment of time, skill and energy that typically is required for the various types of achievements.</b></li> <li>○ <b>Provide a statement of how the unit views the relative worth of individual efforts versus collaborative efforts.</b></li> </ul> <p><b>2.2.2.7.2. Approval of the guidelines would be the purview of the tenure and tenure-track faculty.</b></p> <p><b>2.2.2.7.3. Each department,</b></p>
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<p>division will receive training in how to develop and maintain guidelines.</p> <p>2.2.2.7.4 The college or General Unit RTP committee in consultation with the Dean of that college (or General Unit equivalent) must review the guidelines with respect to consistency in rigor among departments. Both the College or General Unit RTP committee and the Dean of that college (or General Unit equivalent) must approve the guidelines before they can be adopted.</p>		<p><b>school, or division will receive training in how to develop and maintain guidelines.</b></p> <p><b>2.2.2.7.4. The college or General Unit RTP committee in consultation with the Dean of that college (or General Unit equivalent) must review the guidelines with respect to consistency in rigor among departments. Both the College or General Unit RTP committee and the Dean of that college (or General Unit equivalent) must approve the guidelines before they can be adopted.</b></p>
<p><b>2.2.2.8 College or General Unit Standards</b></p> <p><b>2.2.2.8.1</b> Each College or General Unit is required to:</p> <ul style="list-style-type: none"> <li>○ Assemble the approved department, school or division guidelines to produce a document, “Scholarly, Artistic or Professional Achievement, Periods of Review and Evaluation Periodicity for Retention, Tenure and</li> </ul>		<p><b>2.2.2.8. College or General Unit Standards</b></p> <p><b>2.2.2.8.1. Each College or General Unit is required to:</b></p> <ul style="list-style-type: none"> <li>○ <b>Assemble the approved department, school or division guidelines to produce a document, “Scholarly, Artistic or Professional Achievement, Periods of Review and Evaluation Periodicity for Retention, Tenure and</b></li> </ul>

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<p>Promotion for <i>specify College or Unit.</i>”</p> <ul style="list-style-type: none"> <li>○ The document specified in 1) above must also include the university specified periods of review for each level and the timing of the evaluations.</li> <li>○ Upon approval, the guidelines will be sent to the University RTP Committee for evaluation and approval. The University RTP committee will review the guidelines with respect to consistency in rigor among the colleges (including the General Unit).</li> <li>○ The document must be reviewed and approved by the Office of Faculty Affairs with respect to compliance with the Agreement and existing policy before it can be used in performance reviews of candidates.</li> </ul> <p><b>2.2.2.9</b> The approved compilation of departmental guidelines, “Scholarly, Artistic or Professional Achievement, Periods of Review and Evaluation</p>		<p><b>Promotion for <i>specify College or Unit.</i>”</b></p> <ul style="list-style-type: none"> <li>○ <b>The document specified in 1) above must also include the university specified periods of review for each level and the timing of the evaluations.</b></li> <li>○ <b>Upon approval, the guidelines will be sent to the University RTP Committee for evaluation and approval. The University RTP committee will review the guidelines with respect to consistency in rigor among the colleges (including the General Unit).</b></li> <li>○ <b>The document must be reviewed and approved by the Office of Faculty Affairs with respect to compliance with the Agreement and existing policy before it can be used in performance reviews of candidates.</b></li> </ul> <p><b>2.2.2.9. The approved compilation of departmental guidelines, “Scholarly, Artistic or Professional Achievement, Periods of Review and Evaluation Periodicity for</b></p>
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<p>Periodicity for Retention, Tenure and Promotion for <i>specify College or Unit</i>”” must be made available to all candidates when they become members of that unit.</p>		<p><b>Retention, Tenure and Promotion for <i>specify College or Unit</i>”” must be made available to all candidates when they become members of that unit</b></p>
<p><b>2.2.3. Evaluation of Achievements</b></p> <p><b>2.2.3.1.</b> Scholarly or artistic or professional achievement should be thoroughly evaluated by one's disciplinary peers, within and/or outside one's department, not merely enumerated. Acceptance of scholarly or artistic work by an editorial or review board (or jury) constitutes an evaluation of that work.</p> <p><b>2.2.3.2.</b> Although faculty members should be encouraged and rewarded for successfully obtaining research grants and other external financial support, they cannot be required to obtain such support as a condition for retention, tenure, or promotion, with one exception: when external funding is explicitly designated as part of a particular academic assignment (such as director of a research center, or gallery), for which appropriate assigned time is provided.</p>	<p>Note: this part is from the grants section in S98-8 but has been moved and slightly modified Original wording: “these criteria, although encouraging and rewarding faculty members for successfully obtaining research grants and other external financial support, explicitly exclude any</p>	<p><b>2.2.3.</b> Evaluation of Achievements</p> <p><b>2.2.3.1</b> Scholarly or artistic or professional achievement should be thoroughly evaluated by one's disciplinary peers, within and/or outside one's department, not merely enumerated. Acceptance of scholarly or artistic work by an editorial or review board (or jury) constitutes an evaluation of that work..</p> <p><b>2.2.3.2</b> Although faculty members should be encouraged and rewarded for successfully obtaining research grants and other external financial support, they cannot be required to obtain such support as a condition for retention, tenure, or promotion, with one exception: when external funding is explicitly designated as part of a particular academic assignment (such as director of a research center, or gallery), for which appropriate assigned time is provided.</p>

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<p><b>2.2.3.3.</b> Work in progress and unpublished work should be assessed whenever possible.</p> <p><b>2.2.3.4.</b> When appropriate, professional contributions should be evaluated by professional persons in a position to assess the quality and significance of the contributions. Ordinarily the number or length of publications per se shall not be criteria for tenure or promotion. In cases where a faculty member has made significant contributions to his or her discipline or professional community over a number of years, that total contribution should be taken into account.</p>	<p>requirement that faculty members must obtain such support as a condition for retention, tenure, or promotion, with one exception: when external funding is explicitly designated as part of a particular academic assignment (such as director of a research center, or gallery), for which appropriate assigned time is provided.</p> <p>This section → integrated into 2.2.5.2</p>	<p><b>2.2.3.3</b> Work in progress and unpublished work should be assessed whenever possible.</p> <p><b>2.2.3.4</b> When appropriate, professional contributions should be evaluated by professional persons in a position to assess the quality and significance of the contributions. Ordinarily the number or length of publications per se shall not be a criterion for tenure or promotion. In cases where a faculty member has made significant contributions to his/her discipline or professional community over a number of years, that total contribution should be taken into account.</p> <p><del>3. Grants</del>  <del>In recognition of the nature of San Jose State University, a comprehensive university as distinct from a research-oriented institution — and of the teaching load of the faculty as they carry out the primary teaching mission of the university — these criteria, although encouraging and rewarding faculty members for successfully obtaining research grants and other external financial support, explicitly</del></p>
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<p><b>2.2.3.5.</b> Reviewing bodies, Department RTP, Department Chair, College RTP, Dean or General Unit equivalent and University RTP committee, must evaluate scholarly, artistic or professional achievements with respect to the guidelines appropriate (see 2.2.4) to the candidate.</p> <p><b>2.2.4. Contents of Dossier in Relation to Achievements</b></p>	<p>Note: that this → section is normally located elsewhere in S98-8 but has been moved here for comparison</p> <p>The material on period</p>	<p><del>exclude any requirement that faculty members must obtain such support as a condition for retention, tenure, or promotion, with one exception: when external funding is explicitly designated as part of a particular academic assignment (such as director of a research center, or gallery), for which appropriate assigned time is provided. Work done under such circumstances must be evaluated.</del></p> <p>-</p> <p><b>2.2.3.5 Reviewing bodies, Department RTP, Department Chair, College RTP, Dean or General Unit equivalent and University RTP committee, must evaluate scholarly, artistic or professional achievements with respect to the guidelines appropriate (see 2.2.4) to the candidate.</b></p> <hr/> <p><del>B. 2.2.4 Period of Review and Contents of Dossier: in Relation to Achievements</del></p> <p><del>For retention and tenure candidates, the period of review shall begin with appointment to probationary service and continue to the time of the review. For promotion candidates, the period of review shall begin on the effective date of their last promotion or, if there has</del></p>
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<p><b>2.2.4.1.</b>The dossier shall contain material which documents achievements during the period of review which includes the years for which any service credit was granted.</p> <p><b>2.2.4.2.</b>The dossier shall not include documentation of achievements outside the review period except on a comprehensive vita.</p> <p><b>2.2.4.3.</b>The dossier shall include approved departmental, school or division guidelines appropriate for the faculty member being reviewed.</p> <p><b>2.2.4.4.</b>The dossier shall include documentation concerned with achievements as specified in the, “Scholarly, Artistic or Professional Achievement, Periods of Review and Evaluation Periodicity for Retention, Tenure and Promotion for <i>specify College or Unit.</i>”</p> <p><b>2.2.4.5.</b>Recommendations or decisions and statements of reasons made by committees and administrators in previous performance evaluations and annual summaries of achievements during the period under review shall be included in dossiers.</p>	<p>of review has been moved to appropriate sections on Retention, Tenure and Promotion</p>	<p><del>been no prior promotion, on the date of their initial appointment to tenure track service and continue to the time of the review.</del></p> <p><b>2.2.4.1</b> The dossier shall contain material which documents achievements during the period of review which includes the years for which any service credit was granted.</p> <p><b>2.2.4.2</b> The dossier shall not include documentation of achievements outside the review period except on a comprehensive vita.</p> <p><b>2.2.4.3</b> The dossier shall include approved departmental, school or division guidelines appropriate for the faculty member being reviewed.</p> <p><b>2.2.4.4</b> <b>The dossier shall include documentation concerned with achievements as specified in the, “Scholarly, Artistic or Professional Achievement, Periods of Review and Evaluation Periodicity for Retention, Tenure and Promotion for <i>specify College or Unit.</i>”</b></p> <p><b>2.2.4.5</b> Recommendations or decisions and statements of reasons made by committees and administrators in previous evaluations during the period under review shall be included in dossiers.</p>
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