

1 **SAN JOSÉ STATE UNIVERSITY**
2 **Academic Senate**
3 **Professional Standards Committee**
4 **February 8, 2021**
5 **First Reading**

AS 1804

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8 **POLICY RECOMMENDATION**
9 **Amendment E to University Policy, S15-8**
10 **Retention, Tenure and Promotion for Regular Faculty Employees:**
11 **Criteria and Standards**
12 **To enhance service to students**

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14 **Resolved:** That S15-8 be amended as indicated in the following underline and
15 **strikeout**, effective for the AY 2021-22 RTP cycle.

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17 **Rationale:** Some have observed that although the revision of S98-8 to S15-8
18 enhanced the category of service for faculty retention, tenure, and
19 promotion decisions, the revisions may have (inadvertently) diminished
20 the specific importance of service to students. Service to students should
21 be acknowledged as of central importance at our institution and should
22 occupy a role that cannot simply be replaced by other kinds of service,
23 and yet this service is not identified as clearly as other forms of service.
24 This amendment corrects this. S98-8 also explicitly referenced
25 educational equity activities—but this reference that was removed in the
26 2015 revisions. This amendment restores definition of service to explicitly
27 include educational equity activities.

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29 **Approved:** February 1, 2021

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31 **Vote:** (9-0-0)

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33 **Present:** Peter, Raman, Smith, Cargill, Saldamli, Quock, Mahendra, Barrera,
34 Monday

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36 **Absent:** Wang, Riley

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38 **Financial Impact:** No direct impact

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40 **Workload Impact:** No direct impact

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42 **POLICY RECOMMENDATION**

43 **Amending S15-8**

44 **University Policy, Retention, Tenure and Promotion for Regular Faculty**
45 **Employees: Criteria and Standards**
46 **To enhance service to students**

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49 2.4.2 Types of Service. For ease of reference only, service may be divided into several
50 areas. Examples:

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52 2.4.2.1 Service to students. Advising, mentoring, and participating in activities to
53 enhance student learning and success that are not subsumed in teaching or the primary
54 academic assignment, that go beyond the curriculum. Of particular importance are
55 activities to achieve educational equity such as providing support to historically
56 underserved students, helping to shrink the achievement gap, increasing student
57 retention, and helping students transition to work or to further education.

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60 3.3 Criteria to be used when evaluating candidates for Promotion and Tenure

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62 3.3.3 Service

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64 3.3.3.3 Baseline. The candidate has undertaken a fair share of the workload required to
65 keep the Department functioning well. This includes activities such as work on
66 department committees, educational equity activities, the creation or revision of
67 curricula, the assessment of student learning outcomes, or participating in department
68 planning, accreditation, outreach, and advising. This level of achievement must include
69 some documented service to students. A baseline level of achievement for promotion
70 to Professor will also include at least some service at the University level.

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72 3.3.3.4 Good. In addition to the baseline described above, the candidate has also
73 participated in significant service activities beyond the department. This will usually
74 include college-level service and may include University level service, service in the
75 community, or significant activities in a professional organization. It may also include
76 extensive and effective engagement with students and student organizations beyond
77 the home department, or extensive and effective educational equity activities. In at
78 least one facet of service, the candidate will have demonstrated leadership resulting in
79 tangible, documented achievements.

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81 3.3.3.5 Excellent. In addition to a good performance as described above, the candidate
82 has documented significant influence at a high level, whether it be service to students,
83 the University, the community, or the profession. Candidates who achieve an evaluation

84 of "excellent" in service will generally have occupied several elected or appointed
85 positions of leadership and will document multiple specific accomplishments that have
86 significance for people beyond the candidate's department or college.