POLICY RECOMMENDATION

Amendment E to University Policy S15-8
Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards
To provide for "The Scholarship of Engagement"

Resolved: That S15-8 be amended as indicated by the strikeout and underline in the following excerpt of the policy, renumbering existing paragraphs as appropriate; be it further

Resolved: That these changes become effective for the 2021-2022 academic year and not before.

Rationale: Beginning with the influential Boyer model of scholarship in the 1990s an increasing number of universities have expanded the range of achievements that can be considered as "scholarship." One area, referred to by Boyer initially as "the scholarship of application" was renamed in a later edition as "the scholarship of engagement." This category acknowledges the important role played when faculty expertise is "engaged" in the community. In this amendment we add the category of "The Scholarship of Engagement" based upon descriptions used at a number of other universities (Purdue, Oregon State, and Michigan State in part) to make clear that SJSU values and will reward this kind of activity. Professional Standards holds that engaged scholarship is particularly appropriate for SJSU, which seeks to deploy a diverse faculty with expertise that can benefit the many professional and local communities of which we are an integral part.

Approved: March 15, 2021
Vote: 11-0-0
Present: Peter, Wang, Raman, Smith, Cargill, Saldamli, Quock, Mahendra, Barrera, Monday, Riley

42 **Absent:**   None
43 **Financial Impact:** No direct impact
44 **Workload Impact:** No direct impact

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2.3 Scholarly/Artistic/Professional Achievement

2.3.1 The second basic category for evaluation is scholarly/artistic/professional achievement. Such contributions to a faculty member's discipline or professional community, or application of scholarly expertise to improve the community, are expected for continuation and advancement in the university. This category is subdivided into several areas for ease of description and reference. ~~three areas: scholarly, artistic, and professional; this division is for ease of reference only.~~ These ~~three~~ areas are not perfectly distinct and some candidates will demonstrate their disciplinary expertise within two or more ~~all three~~ of the areas. Some achievements may have characteristics of more than one area. The overarching principle should be to reward significant scholarly/artistic/professional achievement regardless of the form it may take.

    2.3.1.1 The nature of the expected contributions will vary according to the discipline, and may be more specifically defined in each department's guidelines.

    2.3.1.2 The nature of contributions will also vary according to the faculty member's professional interests. Scholarly/Artistic/Professional Achievements may include original research that advances knowledge; or the synthesis of information across disciplines, topics, or time; or the engaged application of disciplinary expertise within or outside the University; or the systematic study of teaching and learning within the discipline; or a combination of these forms of achievement.

    2.3.1.3 Evaluation must be made by disciplinary peers. Acceptance of scholarly or artistic work by an editorial or review board (or jury) constitutes an evaluation of that work. Professional contributions should be evaluated by persons in a position to assess the quality and significance of the contributions. Candidates may request that disciplinary experts provide evaluations of any of their work to be included in the dossier. Such evaluations should characterize the broad impact, scope, or significance of the work, whether within academic fields or beyond. Significant contributions that would not otherwise be peer reviewed should be

86   evaluated in this manner. External reviewers must be objective, and any
87   relationships that could compromise objectivity should be disclosed in the
88   evaluation.
89
90   2.3.1.4 Published or otherwise completed works that are peer-reviewed,
91   evaluated by an objective disciplinary expert, or juried will normally receive
92   the greatest weight. Achievements that have a broad impact, scope, or
93   significance are particularly valued, and department guidelines may
94   explain the most appropriate evidence for making this determination. Work
95   in progress and unpublished work should be assessed whenever possible.
96   In cases where there is no external evaluation of an achievement the
97   department committee will review the work and indicate the extent of its
98   quality and significance.
99
100 2.3.2 Scholarly achievement includes work based on research and entailing theory,
101 analysis, discovery, interpretation, explanation, or demonstration. Examples: books,
102 articles, reviews, technical reports, computer software and hardware development,
103 positively reviewed grant proposals, papers read to scholarly associations,
104 documentaries, works of journalism, patents, copyrights, trademarks, translations, etc.
105
106 2.3.3 Artistic achievement includes, but is not limited to, the creation of original work in
107 poetry, fiction, drama, dance, the aural, visual and computationally generated arts; or
108 performances or direction in music, theatre and dance often requiring interpretation,
109 mastery of a skill, formal experimentation, or the curatorial arrangement of such works
110 in an original and interpretive manner.
111
112 2.3.4 Professional achievements involve the application of disciplinary expertise
113 whether within or outside the University. Professional achievements will usually be
114 evaluated within the category of service, except when department guidelines establish
115 that professional activities are the primary method of demonstrating expertise within the
116 discipline. Such disciplines shall adopt department guidelines that explain appropriate
117 standards for evaluating these activities and distinguishing them from the service
118 category of achievement. Examples of achievements that could qualify when explicated
119 by guidelines are listed under "Service to the Profession/Discipline" below but may also
120 include ongoing professional requirements for currency in an applied discipline, such as
121 licensure.
122
123 2.3.5 Scholarship of Engagement. Similar to professional achievements, the scholarship
124 of engagement requires the application of expertise and/or talent grounded in the
125 candidate's discipline or interdisciplinary fields. Achievements that do not require such
126 expertise and/or talent shall be evaluated under the category of service. This form of

127 scholarship engages significant problems, needs, issues, and reforms in the
128 professional, academic, local, or broader public/global communities.
129

130   2.3.5.1 The scholarship of engagement may take place in a wide range of fields,
131   and often exhibits a reciprocal, collaborative relationship between the
132   expert and the public, and may involve student participation. Examples of
133   such relationships would include, among others: engagement with
134   government, private sector, non-profit sector, educational and cultural
135   institutions, community groups, and environmental, humanitarian and civil
136   rights organizations.
137

138   2.3.5.2 Examples of achievements growing from such relationships could
139   include, among many others:
140   2.3.5.2.1   the integration of expertise into university-community
141   partnerships and collaborations;
142   2.3.5.2.2   community-based participatory research, participatory
143   action research, intervention research, applied
144   developmental science, knowledge mobilization, and
145   translational scholarship.
146   2.3.5.2.3   change-based, issue-based, place-based, and/or who-
147   based "socially engaged art" or "art as social practice"
148   collaborations/outcomes
149   2.3.5.2.4   dissemination of expertise or original work to the public
150   (sometimes known as "public scholarship" or "public
151   humanities")
152   2.3.5.2.5   the enactment of legislation or production of advisory
153   reports;
154   2.3.5.2.6   tangible evidence of any of the various forms of
155   entrepreneurship, when consistent with the university's
156   policies on conflicts of interest and intellectual property;
157   2.3.5.2.7   significant changes in professional practice;
158   2.3.5.2.8   evidence-based improvements to the management or
159   administration of organizations.