

1 **SAN JOSÉ STATE UNIVERSITY**

2 **Academic Senate**

AS 1824

3 **Professional Standards**

4 **Committee**

5 **February 7, 2022**

6 **Final Reading**

7
8 **Amendment F to University Policy S15-8**
9 **Retention, Tenure and Promotion for Regular Faculty**
10 **Employees: Criteria and Standards: To include within**
11 **the category of Service, activities that specifically**
12 **enhance inclusion, educational equity and engaged**
13 **service with students and in the surrounding and**
14 **broader communities**
15

16 Rationale: S15-8 revised S98-8 to improve and enhance the clarity of criteria in the
17 category of service for faculty retention, tenure, and promotion decisions. S98-8
18 explicitly referenced service to students and educational equity activities which is not
19 found in the S15-8 policy. Service to students should be acknowledged as of central
20 importance at our institution and should be explicitly referenced. This amendment
21 corrects this error and restores the definition of service to include educational equity
22 activities. *

23 Resolved: That S15-8 be amended as indicated by strikeout and underline as
24 appropriate

25 Resolved: That these changes become effective for AY 2022-2023

26 Approved: January 31, 2022

27 Vote: 9-0-0

28 Present: Magdalena Barrera, Nina Chuang, Funie Hsu, Nyle Monday, Priya
29 Raman, Alaka Rao, Gokay Saldamli, Neil Switz, Winifred Schultz-Krohn
30 (Chair)

31
32 Absent: Nidhi Mahendra
33

34 2.4.1 The third basic category for evaluation is service. Contributions in service are
35 expected for continuation and advancement in the University. All faculty have an
36 obligation to contribute to the governance of the institution and to enhance and engage
37 the surrounding and broader communities ~~community~~. There is often a synergy
38 between activities considered Scholarship of Engagement and Service. Achievements

39 that do not require specific subject area disciplinary expertise and/or talent shall be
40 evaluated under the category of Service. The Scholarship of Engagement (a category of
41 “Scholarly/Artistic/Professional Achievement”) requires the application of expertise
42 and/or talent grounded in the candidate’s discipline or interdisciplinary fields.

43 2.4.2 Types of Service. For ease of reference only, service may be divided into several
44 areas. Representational work that demonstrates cultural and identity taxation should be
45 considered in each category.

46 Examples:

47 2.4.2.1 Service to students. Advising, mentoring, participating in curricular development
48 and assessment activities, and representational engagement to enhance student
49 learning and success that are not subsumed in teaching or the primary academic
50 assignment. Of particular importance are activities to achieve educational equity such
51 as providing support to historically underserved students, helping to reduce the
52 achievement gap, increasing student retention, and helping students transition to work
53 or to further education.

54 2.4.2.2 Service to the University. Participation in the Academic Senate and its
55 committees, search and review committees, as program coordinators and ~~part-time~~
56 department chairs, leadership in the California Faculty Association, membership in the
57 Academic Senate of the CSU, work on system-wide committees and task forces,
58 administrative activities (to the extent that such assignments are not the primary
59 academic assignment), work with affinity groups, University Diversity, Equity, &
60 Inclusion (DEI) initiatives and campus climate reporting/feedback sessions, and
61 participation in campus organizations and clubs that benefit students, staff and/or
62 faculty; working to make faculty, staff, and administration more representative of the
63 student population we serve.

64 2.4.2.3 Service to the Community. Participation in public interest groups sponsored by
65 or affiliated with the University; Service in the local, state, national, or global
66 communities such as founding/directing a community organization, serving on boards of
67 non-profit organizations, organizing public events, public facing commentary as an
68 expert in the field, establishing bridge building pathways and events between the
69 academic and general community reflecting the faculty member’s expertise addressing
70 inclusive and equitable practices. Service to the community includes partnering with
71 community members and other allies in the effort to make our educational opportunities
72 equitable for all.

73 2.4.2.4 Service to the Profession/Discipline (see also Professional Achievement.)
74 Consulting, service on editorial boards or as editor of a professional journal or
75 newsletter; adjudicator, reviewer for publishers or other agencies and associations.
76 Developing public programs or events to bridge the profession/discipline and the
77 public/global community. Public lectures, newspaper editorials, television or radio
78 analysis, honors and awards. Active participation or leadership in disciplinary or

79 professional associations; organizing panels, activities or workshops. Serving in
80 accreditation or other discipline-based review capacities; Service to K-14 educational
81 segments.

82 2.4.2.5 Service related to Educational Equity Activities. Providing support to historically
83 underserved students, helping to shrink achievement gaps, increasing student retention,
84 helping students transition to work or to further education, working to make faculty, staff,
85 and administration more representative of the student population we serve, and
86 partnering with staff, community members, and other allies in the effort to make our
87 educational opportunities equitable for all.

88 2.4.3 Significant service should be systematically evaluated and documented. Election
89 to a position ~~in a contested election~~ is a form of peer evaluation of service. Faculty
90 serving as committee members, whether elected or appointed, should ~~also~~ request
91 written evaluation of significant service from persons in a position to know the extent
92 and quality of their contributions, such as the chair of a committee.

93 2.4.4 Considerations for Applying the Criteria for Service

94 2.4.4.1 Service expectations increase with rank. As faculty gain experience at the
95 university, they will normally assume greater responsibility for service activities at all
96 levels.

97 2.4.4.2 Higher levels of service require higher standards for evaluation. While fairly
98 routine levels of service will often be listed rather than evaluated, service
99 accomplishments involving leadership, the production of documents, the management
100 of organizations, and other tangible results should be independently evaluated in order
101 to be eligible to be designated at higher levels of achievement.

102 3.3 Criteria to be used when evaluating candidates for Promotion and Tenure

103 3.3.3 Service

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

104 3.3.3.4 Good. In addition to the baseline described above, the candidate may ~~has also~~
105 lead more advanced Department-level service. Candidates may have significant
106 service activities beyond the department. This will usually include college-level

107 service and may include University level service, service in the community, or
108 significant activities in a professional organization. It may also include extensive
109 and effective engagement with students and student organizations within one's
110 Department or beyond the home department, or extensive and effective
111 educational equity activities, such as advisement or mentorship for students. In at
112 least one facet of service, the candidate will have demonstrated leadership
113 resulting in tangible, documented achievements.

114
115 3.3.3.5 Excellent. In addition to a good performance as described above, the candidate
116 has documented significant leadership and/or influence at a high level, in any of
117 the five described service categories (students, University, community,
118 profession/discipline, and educational equity). ~~whether it be service to students,~~
119 ~~the department or program, the University, the community, the profession, or~~
120 ~~educational equity activities.~~ Candidates who achieve an evaluation of “excellent”
121 in service will generally have occupied several elected or appointed positions of
122 leadership and will document multiple specific accomplishments that have
123 significance for people beyond the candidate’s department or college.
124