

1 **SAN JOSÉ STATE UNIVERSITY**
2 **Academic Senate**
3 **Professional Standards Committee**
4 **March 21, 2022**
5 **Final Reading**
6

AS 1829

7 **Amendment G to University Policy S15-8**
8 **Retention, Tenure and Promotion for Regular Faculty**
9 **Employees: Criteria and Standards: To include within the**
10 **category of Scholarly/Artistic/Professional Achievement,**
11 **activities that specifically enhance inclusion, educational**
12 **equity and achievement in the surrounding and broader**
13 **communities**

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15 Rationale: S15-8 revised S98-8 to improve and enhance the clarity of criteria in the
16 category of for Scholarly/Artistic/Professional Achievement faculty Retention, Tenure,
17 and Promotion decision. The proposed changes were informed by SS-S21-2 Reform of
18 RTP for Fairness, Equity and Inclusion and the following documents: UP-FS Fall 2020
19 Faculty Survey, the RTP Process for BIPOC Faculty report from UP-FS, Black Spartans
20 Community Letter to President Papazian, Asian Pacific Islander Faculty & Staff
21 Association Letter to President Papazian, and discussions with the Faculty Diversity
22 Committee.

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: March 14, 2022

27 Vote: 8-0-0

28 Present: Magdalena Barrera, Nina Chuang, Nidhi Mahendra, Nyle Monday, Priya
29 Raman, Gokay Saldamli, Neil Switz, Winifred Schultz-Krohn (Chair)

30 Absent: Alaka Rao, Shannon Rose Riley

31
32 **Note suggested changes in yellow and underlined**

33 **2.3 Scholarly/Artistic/Professional Achievement**

34 2.3.1 The second basic category for evaluation is scholarly/artistic/professional
35 achievement. Such contributions to a faculty member's discipline or professional
36 community, or application of scholarly expertise to improve the community, are
37 expected for continuation and advancement in the university. This category is
38 subdivided into several areas for ease of description and reference. These areas are
39 not perfectly distinct and some candidates will demonstrate their disciplinary expertise

40 within two or more of the areas. Some achievements may have characteristics of more
41 than one area. The overarching principle should be to reward significant
42 scholarly/artistic/professional achievement regardless of the form it may take.

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44 2.3.1.1 The nature of the expected contributions will vary according to the
45 discipline, and may be more specifically defined in each department's
46 guidelines.

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48 2.3.1.2 The nature of contributions will also vary according to the faculty
49 member's professional interests. Scholarly/Artistic/Professional Achievements
50 may include original research that advances knowledge; or the synthesis of
51 information across disciplines, topics, or time; or the engaged application of
52 disciplinary expertise within or outside the University; or the systematic study
53 of teaching and learning within the discipline; or a combination of these forms
54 of achievement.

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56 2.3.1.3 Evaluation must be made by disciplinary peers. Acceptance of scholarly or
57 artistic work by an editorial or review board (or jury) constitutes an evaluation
58 of that work. Professional contributions should be evaluated by persons in a
59 position to assess the quality and significance of the contributions. Candidates
60 may request that disciplinary experts provide evaluations of any of their work to
61 be included in the dossier. Such evaluations should characterize the broad
62 impact, scope, or significance of the work, whether within academic fields or
63 beyond. Significant contributions that would not otherwise be peer reviewed
64 should be evaluated in this manner. External reviewers must be objective, and
65 any relationships that could compromise objectivity should be disclosed in the
66 evaluation.

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68 2.3.1.4 Published or otherwise completed works that are peer-reviewed,
69 evaluated by an objective disciplinary expert, or juried will normally receive the
70 greatest weight. Achievements that have a broad impact, scope, or significance
71 are particularly valued, and department guidelines may explain the most
72 appropriate evidence for making this determination. Work in progress and
73 unpublished work should be assessed whenever possible. In cases where there
74 is no external evaluation of an achievement the department committee will
75 review the work and indicate the extent of its quality and significance.

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77 2.3.2 Scholarly achievement includes work based on research and entailing theory,
78 analysis, discovery, interpretation, explanation, or demonstration. Examples **include**
79 **but are not limited to:** books, **chapters,** articles, reviews, technical reports, computer
80 software and hardware development, positively reviewed grant proposals,
81 **presentations at scholarly conferences, invited papers/presentations in recognition of**
82 **discipline expertise,** documentaries, works of journalism, patents, copyrights,
83 trademarks, translations, etc.

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85 2.3.3 Artistic achievement includes, but is not limited to, the creation of original work
86 or adaptations in poetry, fiction, drama, dance, digital arts, visual arts, performance,
87 music, theatre, curatorial work, etc., often requiring critique, interpretation, mastery of
88 a skill, experimentation, or improvisation.

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90 2.3.4 Professional achievements involve the application of disciplinary expertise
91 whether within or outside the University. Professional achievements will usually be
92 evaluated within the category of service, except when department guidelines establish
93 that professional activities are the primary method of demonstrating expertise within
94 the discipline. Such disciplines shall adopt department guidelines that explain
95 appropriate standards for evaluating these activities and distinguishing them from the
96 service category of achievement. Examples of achievements that could qualify when
97 explicated by guidelines are listed under “Service to the Profession/Discipline” below
98 but may also include ongoing professional requirements for currency (e.g., licensure)
99 in an applied discipline.

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101 2.3.5 Scholarship of Engagement. Similar to professional achievements, the
102 scholarship of engagement requires the application of expertise and/or talent grounded
103 in the candidate’s discipline or interdisciplinary fields. Achievements that do not require
104 such expertise and/or talent shall be evaluated under the category of service. This
105 form of scholarship typically engages in identifiable problems, needs, and issues, and
106 is often concerned with advancing equitable practices and reforms in the professional,
107 academic, local, or broader public/global communities.

108 2.3.5.1 The scholarship of engagement may take place in a wide range of fields,
109 and often exhibits a reciprocal, collaborative relationship between the expert
110 and the public, and may involve student participation. Examples of such
111 relationships would include but are not limited to: engagement with government,
112 private sector, non-profit sector, educational and cultural institutions, community
113 groups, and environmental, humanitarian and civil rights organizations.

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115 2.3.5.2 Examples of achievements growing from such relationships could include,
116 among many others:

117 2.3.5.2.1 the integration of expertise into university-community
118 partnerships and collaborations;

119 2.3.5.2.2 community-based research, scholarship, or creative activities
120 (RSCA); examples may include participatory action research,
121 implementation and dissemination science, or translational scholarship
122 contributing to identifiable changes or critical debate; (e.g. the enactment
123 of legislation or production of advisory reports)

124 2.3.5.2.3 change-based RSCA (e.g. informed by emancipatory
125 frameworks or involving issues, places, or persons not traditionally part of
126 social/academic/creative discourse)

127 2.3.5.2.4 sharing of expertise or original work to the public (sometimes
128 known as “public scholarship” or “public humanities”)

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2.3.5.2.5 tangible evidence of professional achievement (e.g. forms of entrepreneurship; significant changes in professional practice; evidence-based improvements to the management or administration of organizations)