

1 **SAN JOSÉ STATE UNIVERSITY**  
2 **Academic Senate**  
3 **Professional Standards Committee**  
4 **May 9, 2022**  
5 **Final Reading**  
6

**AS 1833**

7 **Amendment H to University Policy S15-8**  
8 **Retention, Tenure and Promotion for Regular Faculty Employees:**  
9 **Criteria and Standards: To include within the category of Academic**  
10 **Assignment, activities that specifically enhance inclusion, educational**  
11 **equity and achievement in the surrounding and broader communities**  
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13 **Amends: University Policy S15-8**

14 Resolved: That S15-8 be amended as indicated by strikeout and underline as  
15 appropriate.

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

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

26 Approved: May 2, 2022

27 Vote: 8-0-0

28 Present: Magdalena Barrera, Nidhi Mahendra, Priya Raman, Alaka Rao,  
29 Shannon Rose Riley, Gokay Saldamli, Neil Switz, Winifred Schultz-  
30 Krohn (Chair)

31 Absent: Nina Chuang, Nyle Monday

32 Financial Impact: No direct impact

33 Workload Impact: Additional training of RTP committee members addressing  
34 SOTE/SOLATE interpretation

35 S15-8 text:

36 2.2 Effectiveness in Academic Assignment

37 2.2.1 Academic Assignment is the specific role given to a faculty member to support the  
38 educational mission of San José State University. Academic Assignment is the primary,  
39 but not the only, consideration in evaluating a faculty member's performance and is the  
40 essential condition for continuation and advancement within the university. For most  
41 faculty, academic assignment consists primarily of teaching; academic assignment  
42 includes work in the department to support educational equity and/or close equity gaps  
43 through the recruitment, mentoring, retention, and academic support for historically  
44 underserved students in the department, and training of colleagues in such efforts. For  
45 some faculty, such as department chairpersons, coordinators, and field supervisors,  
46 part or all of their academic assignment is of a non-teaching nature, and they should be  
47 evaluated accordingly; RSCA release should be evaluated under  
48 Scholarly/Creative/Professional Achievement. However, release for departmental  
49 administration and the like can be evaluated as appropriate in other Categories of  
50 Achievement (Academic Assignment, Service, or Scholarly/Creative/Professional  
51 Achievement), depending on the emphasis of the work as represented by the candidate.

52 2.2.2 Considerations in applying the criteria for Academic Assignment to teaching.

53 2.2.2.1 When evaluating effectiveness in teaching, chairs, committees, and  
54 administrators are required to conduct a holistic evaluation. The teaching must  
55 be considered in the context of its purpose, its objectives, and the degree of  
56 difficulty of the assignment. Evaluators must be well versed in the University  
57 policy F12-6 "Evaluation of Effectiveness in Teaching", especially the most recent  
58 "SOTE/SOLATE Interpretation Guide", and have explicit training with respect to  
59 issues of subjectivity and bias in SOTEs, especially for faculty traditionally  
60 underrepresented within their field.

61 2.2.2.2 Examples of contextual factors include whether the teaching resulted  
62 from newly created or substantially modified curricula (e.g., but not limited to,  
63 changes to promote educational equity); participation in team or interdisciplinary  
64 teaching; the adoption of new pedagogical or technological approaches; whether  
65 the level or kind of teaching or number of students created special demands or  
66 challenges; and the extent to which student learning occurs outside formal  
67 instruction through mentoring, advising, or the integration of students into a  
68 research program, especially where these impact historically underserved  
69 students.

71 2.2.3 For non-teaching Unit 3 faculty employees, effectiveness in academic assignment  
72 will be evaluated in conformity with guidelines developed by the unit of assignment, with  
73 appropriate components of peer evaluation and evaluation of impact on students.

74 2.2.4 Department Chairs, Directors, Coordinators, etc. may be nonteaching faculty due  
75 to the portion of their chair assignment or other academic assignments. In such cases,  
76 their related duties should be discussed as part of Academic Assignment – especially  
77 as related to curriculum and program development and oversight. Other areas of a  
78 Chair's or coordinator's Academic Assignment may also be discussed more thoroughly  
79 under RSCA or Service.

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### 3.3.1 Academic Assignment

3.3.1.1 Committees and administrators shall write an evaluation of a candidate's achievements in academic assignment and shall rate the overall performance in this category according to the following descriptive scale. When a candidate's achievements are significant but depart from the general description below, evaluators should exercise judgment and give credit for unusual, unique, or unanticipated activities at the same level as better known activities of comparable significance. Especially in unusual cases, candidates should carefully document the significance of their accomplishments in academic assignment.

#### 3.3.1.2 Criteria for nonteaching faculty.

Criteria for evaluating the Academic Assignment of nonteaching faculty, including potentially Librarians and Counselors, will be developed by the units as part of their department guidelines and will parallel the categories identified below, but will reference those specific responsibilities in their academic assignment rather than teaching. Department guidelines for academic assignment will be mandatory for such units.

#### 3.3.1.3 Criteria for teaching faculty.

3.3.1.3.1 Unsatisfactory. The candidate has not documented teaching accomplishments that meet the baseline level as described below.

3.3.1.3.2 Baseline. The candidate has taught assigned courses that are well crafted and appropriate for the catalog description **as evidenced by syllabi and other materials related to the academic assignment.** The candidate has taken measures to correct any problems identified earlier in either direct observations or prior performance evaluations. Recent direct (e.g. peer) observations are supportive. ~~Narrative SOTEs must also be examined for a holistic view. Student numerical responses within the university and norms by the end of the review period narrative and/or numerical course evaluations, taking into account the nature, subject, and level of classes taught, are generally within the norms by the end of the review period, particularly for classes within the candidate's primary focus and any curriculum specifically identified in the appointment letter.~~

**Student numerical SOTEs, narrative SOTEs, and other evidence indicate effectiveness in academic assignment, taking into account the nature, subject, and level of classes taught. Numerical SOTEs are generally within norm ranges by the end of the review period, particularly for classes within the candidate's primary focus and any curriculum specifically identified in the appointment letter.**

3.3.1.3.3 Good. In addition to the baseline as described above, the candidate has documented a degree of innovation within the teaching assignment and provides

120 evidence of using inclusive or equity-based practices, especially use of related  
121 techniques in the classroom.

122 For example, a candidate at this level may have effectively taught a wide range  
123 of courses, or created one or more new courses to fill important curricular needs,  
124 or documented the use of high-impact practices in teaching, or been actively  
125 involved in mentoring, outreach, or student support, particularly for historically  
126 underrepresented students. Candidates meeting this level of achievement have  
127 direct (e.g. peer) observations that identify a faculty member with good skills in  
128 the academic assignment. Numerical SOTEs, taking into account the nature,  
129 subject, and level of classes taught, are generally above mean, and above norm  
130 ranges where possible, by the end of the review period, particularly for classes  
131 within the candidate's primary focus and any curriculum specifically identified in  
132 the appointment letter. Narrative SOTEs further confirm effective teaching and  
133 support for student learning, keeping in mind the nature and subject of the  
134 course.

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136 3.3.1.3.4 Excellent. In addition to criteria for good performance as described  
137 above, the candidate has ~~either~~ engaged in a higher level of curricular or  
138 pedagogical innovation, ~~than described above,~~ documented consistent positive  
139 impacts for student success and/or educational equity, or received peer and  
140 student course evaluations that are consistently above mean (and, where  
141 possible, above norms) when taken in context of the nature, subject, and level of  
142 classes taught. Excellent teachers may have received recognition or awards for  
143 their teaching, ~~they~~-may have mentored other teachers, or ~~they~~-may have  
144 created curriculum that is adopted in other departments or at other  
145 institutions. Excellence in academic assignment may include exceptional  
146 advising, recruitment, retention and mentoring of students, and the like.

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