

S15-8 Descriptors, Tenure and Promotion

Categories of Achievement

Levels For Tenure & Promotion, Vote for 1 level per category	Academic Assignment/Teaching	Service	Research, Scholarship, and Creative Activities
Unsatisfactory	The candidate has not documented teaching accomplishments that meet the baseline level as described below.	The candidate has not documented service activities that meet the baseline level described below.	The candidate has not created scholarly/artistic/professional accomplishments that meet the baseline level as described below.
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 evaluations. Recent direct (e.g. peer) observations are supportive. Student numerical SOTEs, narrative SOTEs, and other evidence indicate effectiveness in academic assignment. All materials submitted should be examined from a holistic view that takes 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.	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.	The candidate has, over the course of the period of review, created a body of completed scholarly/artistic/professional achievements and shows the promise of continued growth and success within his/her discipline.
Good	In addition to the baseline as described above, the candidate has documented a degree of innovation within the teaching assignment and provides evidence of using inclusive or equity-based practices, especially use of related techniques in the classroom. For example, a candidate at this level may have effectively taught a wide range of courses, or created one or more new courses to fill important curricular needs, or documented the use of high-impact practices in teaching, or been actively involved in mentoring, outreach, or student support, particularly for historically underrepresented students. Candidates meeting this level of achievement have direct (e.g. peer) observations that identify a faculty member with good skills in the academic assignment. Numerical SOTEs, taking into account the nature, subject, and level of classes taught, are generally above mean, and above norm ranges where possible, 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. Narrative SOTEs further confirm effective teaching and support for student learning, keeping in mind the nature and subject of the course.	In addition to the baseline described above, the candidate may lead more advanced Department-level service. Candidates may have significant service activities beyond the department. This will usually include college-level service and may include University level service, service in the community, or significant activities in a professional organization. It may also include extensive and effective engagement with students and student organizations within one's Department or beyond the department, or extensive and effective educational equity activities, such as advisement or mentorship for students. In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements.	In addition to the baseline as described above, the candidate has created scholarly/artistic/professional achievements that constitute important contributions to the discipline and that help to enhance the scholarly/artistic/professional reputation of the candidate's department, school, college, SJSU, or the CSU more generally.
Excellent	In addition to criteria for good performance as described above, the candidate has engaged in a higher level of curricular or pedagogical innovation, documented consistent positive impacts for student success or educational equity, or received peer and student course evaluations that are consistently above mean (and, where possible, above norms) when taken in context of the nature, subject, and level of classes taught. Excellent teachers may have received recognition or awards for their teaching, may have mentored other teachers, or may have created curriculum that is adopted in other departments or at other institutions. Excellence in academic assignment may include exceptional advising, recruitment, retention and mentoring of students, and the like.	In addition to a good performance as described above, the candidate has documented significant leadership and/or influence at a high level, in any of the five described service categories (students, University, community, profession/discipline, and educational equity). Candidates who achieve an evaluation of "excellent" in service will generally have occupied several elected or appointed positions of leadership and will document multiple specific accomplishments that have significance for people beyond the candidate's department or college.	In addition to a good performance as described above, this level requires achievements of both sufficient quality and quantity to establish a significant, important, and growing reputation within the candidate's field. Excellence in scholarly/artistic/professional achievement requires a body of work that is recognized as significant within the discipline.

Standards

Retention and Retention with Special Review	How to Vote for Retention* 1. Using holistic reasoning, vote Retain or Do Not Retain. 2. Vote whether Special Review is required: No, 4th, 5th year?	*Evaluation of achievement in each category will be written with the recommendation. Do <u>not</u> vote or report a vote on the rubric for each category.
Tenure and Promotion to Associate Professor	Regular Timing Excellent in either teaching or scholarship and at least Baseline in the other 2 OR Good in any 2 categories and at least Baseline in the 3rd	Early Tenure and Promotion Excellent in 2 categories and at least Baseline in the 3rd
Promotion to Full Professor	Regular Timing Excellent in 2 categories and at least Baseline in the 3rd OR Excellent in 1 category and at least Good in the other 2	Early Promotion to Full Professor Excellent in 2 categories and at least Good in the 3rd