

**SAN JOSÉ STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSÉ, CA 95192**

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

Legislative History:

At its meeting of February 7, 2022, the Academic Senate approved Amendment F to University Policy S15-8, presented by Senator Schultz-Krohn for the Professional Standards Committee. Amendment F includes within the category of Service, activities that specifically enhance inclusion, educational equity and engaged service with students and in the surrounding and broader communities.

Action by the University President:

**Signed and approved by Interim President
Steve Perez, San José State University on
February 14, 2022.**

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

Rationale: S15-8 revised S98-8 to improve and enhance the clarity of criteria in the category of service for faculty retention, tenure, and promotion decisions. S98-8 explicitly referenced service to students and educational equity activities which is not found in the S15-8 policy. Service to students should be acknowledged as of central

importance at our institution and should be explicitly referenced. This amendment corrects this error and restores the definition of service to include educational equity activities.

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

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

Approved: January 31, 2022

Vote: 9-0-0

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

Absent: Nidhi Mahendra

2.4.1 The third basic category for evaluation is service. Contributions in service are expected for continuation and advancement in the University. All faculty have an obligation to contribute to the governance of the institution and to enhance and engage the surrounding and broader communities. There is often a synergy between activities considered Scholarship of Engagement and Service. Achievements that do not require specific subject area disciplinary expertise and/or talent shall be evaluated under the category of Service. The Scholarship of Engagement (a category of “Scholarly/Artistic/Professional Achievement”) requires the application of expertise and/or talent grounded in the candidate’s discipline or interdisciplinary fields.

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

Examples:

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

2.4.2.2 Service to the University. Participation in the Academic Senate and its committees, search and review committees, as program coordinators and ~~part-time~~ department chairs, leadership in the California Faculty Association, membership in the Academic Senate of the CSU, work on system-wide committees and task forces,

administrative activities (to the extent that such assignments are not the primary academic assignment), work with affinity groups, University Diversity, Equity, & Inclusion (DEI) initiatives and campus climate reporting/feedback sessions, and participation in campus organizations and clubs that benefit students, staff and/or faculty; working to make faculty, staff, and administration more representative of the student population we serve.

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

2.4.2.4 Service to the Profession/Discipline (see also Professional Achievement.) Consulting, service on editorial boards or as editor of a professional journal or newsletter; adjudicator, reviewer for publishers or other agencies and associations. Developing public programs or events to bridge the profession/discipline and the public/global community. Public lectures, newspaper editorials, television or radio analysis, honors and awards. Active participation or leadership in disciplinary or professional associations; organizing panels, activities or workshops. Serving in accreditation or other discipline-based review capacities; Service to K-14 educational segments.

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

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

2.4.4 Considerations for Applying the Criteria for Service

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

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

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

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.

3.3.3.4 Good. In addition to the baseline described above, the candidate may ~~has also~~ 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 home-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.

3.3.3.5 Excellent. 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). ~~whether it be service to students, the department or program, the University, the community, the profession, or educational equity activities.~~ 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.