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community. Fairness demands that this pandemic, or any similar campus-wide disasters and emergencies that might occur in the future, should not jeopardize the successful retention, tenure, and promotion of our faculty. Instead, evaluators need a tool to allow them to account for these extraordinary circumstances.

The Committee is aware, and grateful, that the Provost worked with us and others to craft a strong memo designed to advise those who evaluate faculty of the need to account for the current extraordinary circumstances. This is most welcome, but the Committee remains concerned that RTP committees that follow “the letter of the law” may not feel that the memo allows them to set aside what they may perceive as clear policy language about standards. This brief amendment creates room within the policy itself for committees to accept the advice in this, or similar memos, without feeling a contradiction with policy.

In an earlier draft concern was expressed about the nebulous criteria for invoking what is intended to be an “emergency” provision. To remedy this issue, the committee revised the

**POLICY
RECOMMENDATION**

Amending S15-8

**University Policy, Retention, Tenure and Promotion for
Regular Faculty Employees: Criteria and Standards
To Provide Flexibility during Campus-wide Disasters**

3.1 At each level of review, committees and administrators will provide written recommendations or decisions that evaluate levels of achievement in each of the three categories. These evaluations shall classify the candidate's level of achievement in each category by describing it in terms of one of the four levels described below (3.3) and provide a detailed rationale for the classification.

3.1.1 In extraordinary times when the campus community is impacted by an emergency that would hinder the typical career (e.g., natural disaster, campus closure, and similar events), the President may declare that a serious campus-wide disruption to normal faculty activities has occurred. If so, committees and evaluators shall adjust their analysis of the levels of achievement of candidates in the following way: in addition to evaluating all documented achievements of candidates as per normal, they shall also consider the trajectory of each candidate's professional development prior to the disruption and determine whether that trajectory would normally have allowed the faculty member to meet the policy standards.