At its meeting of March 22, 2021, the Academic Senate approved Amendment E to University Policy S15-8, presented by Senator Peter for the Professional Standards Committee. Amendment E adds "The Scholarship of Engagement" to the category of "Scholarly/Artistic/Professional Achievement "

Action by the University President:

Approved and signed by Mary A. Papazian, President, San José State University on April 7, 2021.

Amendment E to University Policy S15-8, Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards, To provide for "The Scholarship of Engagement"

Resolved: That S15-8 be amended as indicated by the strikeout and underline in the following excerpt of the policy, renumbering existing paragraphs as appropriate; be it further

Resolved: That these changes become effective for the 2021-2022 academic year and not before.

Rationale: Beginning with the influential Boyer model of scholarship in the 1990s an increasing number of universities have expanded the range of achievements that can be considered as "scholarship." One area, referred to by Boyer initially as "the scholarship of application" was renamed in a later edition as "the scholarship of engagement." This category acknowledges the important role played when faculty expertise is

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"engaged" in the community. In this amendment we add the category of "The Scholarship of Engagement" based upon descriptions used at a number of other universities (Purdue, Oregon State, and Michigan State in part) to make clear that SJSU values and will reward this kind of activity. Professional Standards holds that engaged scholarship is particularly appropriate for SJSU, which seeks to deploy a diverse faculty with expertise that can benefit the many professional and local communities of which we are an integral part.

Approved: March 15, 2021
Vote: 11

Amendment E to University Policy S15-8
Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards
To provide for "The Scholarship of Engagement"

2.3 Scholarly/Artistic/Professional Achievement

2.3.1 The second basic category for evaluation is scholarly/artistic/professional achievement. Such contributions to a faculty member's discipline or professional community, or application of scholarly expertise to improve the community, are expected for continuation and advancement in the university. This category is subdivided into several areas for ease of description and reference. three areas: scholarly, artistic, and professional; this division is for ease of reference only. These three areas are not perfectly distinct and some candidates will demonstrate their disciplinary expertise within two or more all three of the areas. Some achievements may have characteristics of more than one area. The overarching principle should be to reward significant scholarly/artistic/professional achievement regardless of the form it may take.

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

    2.3.1.2 The nature of contributions will also vary according to the faculty member's professional interests. Scholarly/Artistic/Prw5(l)-0.6 (51.4 (o)-10.7 (n)6 (a)-10.7 the syhi of i(f)-11.3 (or)237 (m)-6.3 (ut)-11.4 (i)n( )0.6 (ac)-6 rk ii(l)-0.6 (i)TJ8.6167 0 Td[r plic(t)-11.3 (i)-17.3 (n( )0.6 (of)-11.3 ( )0.7 (di)-0.7 (s)-6 (c)-22.7 (i)-0.6 disciplin;, or comi(ut)-11.3 (i)-0.7 oee of thscfom of acieveme.

evaluation.

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

2.3.2 Scholarly achievement includes work based on research and entailing theory, analysis, discovery, interpretation, explanation, or demonstration. Examples: books, articles, reviews, technical reports, computer software and hardware development, positively reviewed grant proposals, papers read to scholarly associations, documentaries, works of journalism, patents, copyrights, trademarks, translations, etc.

2.3.3 Artistic achievement includes, but is not limited to, the creation of original work in poetry, fiction, drama, dance, the aural, visual and computationally generated arts; or performances or direction in music, theatre and dance often requiring interpretation, mastery of a skill, formal experimentation, or the curatorial arrangement of such works in an original and interpretive manner.

2.3.4 Professional achievements involve the application of disciplinary expertise whether within or outside the University. Professional achievements will usually be evaluated within the category of service, except when department guidelines establish that professional activities are the primary method of demonstrating expertise within the discipline. Such disciplines shall adopt department guidelines that explain appropriate standards for evaluating these activities and distinguishing them from the service category of achievement. Examples of achievements that could qualify when explicated by guidelines are listed under "Service to the Profession/Discipline" below but may also include ongoing professional requirements for currency in an applied discipline, such as licensure.

2.3.5 Scholarship of Engagement. Similar to professional achievements, the scholarship of engagement requires the application of expertise and/or talent grounded in the candidate's discipline or interdisciplinary fields. Achievements that do not require such expertise and/or talent shall be evaluated under the category of service. This form of scholarship engages significant problems, needs, issues, and reforms in the professional, academic, local, or broader public/global communities.

2.3.5.1 The scholarship of engagement may take place in a wide range of fields, and often exhibits a reciprocal, collaborative relationship between the

expert and the public, and may involve student participation. Examples of such relationships would include, among others: engagement with government, private sector, non-profit sector, educational and cultural institutions, community groups, and environmental, humanitarian and civil rights organizations.

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

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

2.3.5.2.2 community-based participatory research, participatory action research, intervention research, applied developmental science, knowledge mobilization, and translational scholarship.

2.3.5.2.3 change-based, issue-based, place-based, and/or who-based "socially engaged art" or "art as social practice" collaborations/outcomes

2.3.5.2.4 dissemination of expertise or original work to the public (sometimes known as "public scholarship" or "public humanities")

2.3.5.2.5 the enactment of legislation or production of advisory reports;

2.3.5.2.6 tangible evidence of any of the various forms of entrepreneurship, when consistent with the university's policies on conflicts of interest and intellectual property;

2.3.5.2.7 significant changes in professional practice;

2.3.5.2.8 evidence-based improvements to the management or administration of organizations.