

Expired as of May 23, 2025; Per S15-7, 4.4.5:

If guidelines expire during the candidate's period of review and are not renewed, revised, or replaced with new guidelines, the candidate may include the old guidelines or no guidelines. If guidelines change—revise or replace—during the candidate's period of review, the candidate shall include their choice of the old or the new guidelines. Only one set of guidelines may appear in the dossier, and reviewers are restricted to considering only included, approved guidelines.

NUTRITION, FOOD SCIENCE & PACKAGING DEPARTMENT
RETENTION, TENURE, AND PROMOTION GUIDELINES
2016 DESCRIPTORS AND EXAMPLES – **ACADEMIC ASSIGNMENT** for **TEACHING FACULTY**
APPROVED BY VOTE OF THE FACULTY (7-1) ON JANUARY 22, 2016
EFFECTIVE DATE AUGUST 22, 2016

Levels	ACADEMIC ASSIGNMENT – Criteria for Teaching Faculty 2.2.1 Academic Assignment is the specific role given to a faculty member to support the educational mission of San José State University. Academic Assignment is the primary, but not the only, consideration in evaluating a faculty member's performance and is the essential condition for continuation and advancement within the university. For most faculty, academic assignment consists primarily of teaching. For some faculty, such as department chairpersons, coordinators, counselors, librarians and field supervisors, part or all of their academic assignment is of a nonteaching nature, and they should be evaluated accordingly.
EXCELLENT	• 3.3.1.3.4 Excellent. In addition to a good performance as described (<i>below</i>), the candidate has either engaged in a higher level of curricular innovation than described, or documented widespread positive impacts for student success, or achieved both student and peer evaluations that are consistently above the 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, they may have mentored other teachers, or they may have created curriculum that is adopted at other institutions.
EXAMPLES of EXCELLENT	Examples might include, but are not limited to: Strong quality performance related to: higher student evaluations than departmental and university means, peer evaluations, student advising, and classroom/curriculum innovations, such as simulations, variety of courses and levels taught, mentoring of other faculty in their teaching, development of courses, use of technology and innovative teaching approaches, and/or receipt of an award for excellence in teaching. If appropriate for content area, evidence of high number of laboratory enhancements/maintenance or supervision of high number of student projects/case studies/theses, service on MS Project/MS Thesis committees, and other instructional accomplishments documented each year. If appropriate for academic assignment, enable high student performance surpassing accreditation standards by placement and supervision of interns at various sites.

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GOOD	• 3.3.1.3.3 Good. In addition to the baseline as described (<i>below</i>), the candidate has documented a degree of innovation within the teaching assignment. This could mean that the candidate has effectively taught an unusually wide range of courses, or that the candidate has created one or more new courses to fill important curricular needs, or that the candidate has documented the use of high-impact practices in teaching. Candidates meeting this level of achievement have at least some student evaluations above the norms, when taken in context of the nature, subject, and level of classes taught.
EXAMPLES OF GOOD	Examples might include, but are not limited to: Higher than baseline quality performance related to: student evaluations, peer evaluations, student advising and classroom/curriculum innovations such as simulations, variety of courses and levels taught, mentoring of other faculty in their teaching, development of courses, use of technology and innovative teaching approaches. If appropriate for content area, evidence of higher than adequate number of laboratory enhancements/maintenance or supervision of higher than an adequate number of student projects/case studies/theses, and service on MS Projects/MS Thesis committees. If appropriate for academic assignment, enable student performance above accreditation standards by placement and supervision of interns at various sites.
BASELINE	• 3.3.1.3.2 Baseline. The candidate has taught assigned courses that are well crafted and appropriate for the catalog description. The candidate has taken measures to correct any problems identified earlier in either direct observations or prior performance evaluations. Recent direct observations are supportive. Student 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.

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EXAMPLES OF BASELINE	• Examples might include, but are not limited to: Adequate quality performance related to: student evaluations, peer evaluations, student advising, and classroom/curriculum innovations, such as simulation variety of courses and levels taught, mentoring of other faculty in their teaching, development of courses, use of technology and innovative teaching approaches. If appropriate for content area, evidence of adequate number of laboratory enhancements/maintenance and/or supervision of an adequate number of student projects/case studies/theses and service on MS Project/MS Thesis committees. If appropriate for academic assignment, enable student performance at minimum accreditation standards by placement and supervision of interns at various sites.
UNSATISFACTORY	• 3.3.1.3.1 Unsatisfactory. The candidate has not documented teaching accomplishments that meet the baseline level as described.
EXAMPLES OF UNSATISFACTORY	Department conforms to the University RTP Descriptors for “Unsatisfactory.”

NUTRITION, FOOD SCIENCE & PACKAGING DEPARTMENT
RETENTION, TENURE, AND PROMOTION GUIDELINES
2016 DESCRIPTORS AND EXAMPLES – **SCHOLARLY/ARTISTIC/PROFESSIONAL ACHIEVEMENT**
APPROVED BY VOTE OF THE FACULTY (7-1) ON JANUARY 22, 2016
EFFECTIVE AUGUST 22, 2016

Levels	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 are expected for continuation and advancement in the university. This category is subdivided into 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 all three of the areas.
EXCELLENT	• 3.3.2.5 – in addition to a good performance as described in the good category, this level requires achievement of both sufficient, important, and growing reputation within the candidate's field. Excellence in scholarly/artistic/professional achievements requires a body of work that is recognized as significant within the discipline.
EXAMPLES of EXCELLENT	Department conforms to the University RTP Descriptors for "Excellent" with the following addition: Notes: When a Master's Thesis or Project is accepted for publication by a journal, the faculty advisor is listed as the corresponding author to the journal and is usually listed as second author and the MS Student is listed as first author, as is the convention of our discipline. In general, in our discipline the order of authorship should not be a criterion by which scholarship is evaluated.
GOOD	• 3.3.2.4 – In addition to the baseline descriptions, 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.

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EXAMPLES OF GOOD	Department conforms to the University RTP Descriptors for “Good” with the following addition: Notes: When a Master’s Thesis or Project is accepted for publication by a journal, the faculty advisor is listed as the corresponding author to the journal and is usually listed as second author and the MS Student is listed as first author, as is the convention of our discipline. In general, in our discipline the order of authorship should not be a criterion by which scholarship is evaluated.
BASELINE	• 3.3.2.3 – 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.
EXAMPLES OF BASELINE	Department conforms to the University RTP Descriptors for “Baseline” with the following addition: Notes: When a Master’s Thesis or Project is accepted for publication by a journal, the faculty advisor is listed as the corresponding author to the journal and is usually listed as second author and the MS Student is listed as first author, as is the convention of our discipline. In general, in our discipline the order of authorship should not be a criterion by which scholarship is evaluated.

Levels	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 are expected for continuation and advancement in the university. This category is subdivided into 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 all three of the areas.
UNSATISFACTORY	• 3.3.2.2 – The candidate has not created scholarly/artistic/professional accomplishments that meet the baseline level (as described)
EXAMPLES OF UNSATISFACTORY	Department conforms to the University RTP Descriptors for “Unsatisfactory.”

NUTRITION, FOOD SCIENCE & PACKAGING DEPARTMENT
RETENTION, TENURE, AND PROMOTION GUIDELINES
2016 DESCRIPTORS AND EXAMPLES for **SERVICE**
APPROVED BY VOTE OF THE FACULTY (7-1) ON JANUARY 22, 2016
EFFECTIVE AUGUST 22, 2016

Levels	SERVICE 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 the surrounding community. 2.4.2.1 Service to students. Advising, mentoring, and participating in activities to enhance student success that are not subsumed in teaching or the primary academic assignment. 2.4.2.2 Service to the University. Participation in the Academic Senate and its committees, search and review committees, 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), and participation in campus organizations and clubs of benefit to faculty or students. 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 as a representative of SJSU. 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. 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.
EXCELLENT	• 3.3.3.5 Excellent. In addition to a good performance as described (<i>in good</i>), the candidate has documented significant influence at a high level, whether it be service to students, the University, the community, or the profession. 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.
Examples for Excellent	Department conforms to the University RTP Descriptors for “Excellent.”

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GOOD	3.3.3.4 Good. In addition to the baseline described (<i>in baseline</i>), the candidate has also participated in 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. In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements.
EXAMPLES FOR GOOD	Department conforms to the University RTP Descriptors for “Good.”
BASELINE	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, the creation or revision of curricula, the assessment of student learning outcomes, or participating in department planning, accreditation, outreach, and advising. A baseline level of achievement for promotion to Professor will also include at least some service at the University level.

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EXAMPLES FOR BASELINE	Department conforms to the University RTP Descriptors for “Baseline.”
UNSATISFACTORY	• 3.3.3.2 Unsatisfactory. The candidate has not documented service activities that meet the baseline level described.
EXAMPLES FOR UNSATISFACTORY	Department conforms to the University RTP Descriptors for “Unsatisfactory.”