

**University of Alaska Anchorage**  
**Faculty Evaluation Guidelines**

**Recommendations from the Task Force on the Evaluation of Faculty Work  
For Promotion, Tenure, Post-Tenure Review, and Hiring**

**March 25, 2010**

**Faculty reviews will be conducted according to Chapter 3 of the Faculty Handbook until the new Faculty Evaluation Guidelines are approved by the Provost.**

**Upon final approval by the Provost, the process outlined in section *VI. Evaluation Process and Review Cycle* of the new Faculty Evaluation Guidelines is to be used for all faculty reviews. The criteria outlined in section *IV. Evaluation of Faculty for Retention, Tenure, Promotion, and Post-Tenure Review* and section *V. Academic Rank, Appointment and Tenure* will be phased in, as outlined below, to achieve full implementation by AY 2014-15.**

**The criteria in the new Faculty Evaluation Guidelines will become effective for an individual faculty member in the first academic year of service after the completion of their next major review. For the purposes of this transition, major reviews are defined as promotion, tenure, and comprehensive post-tenure review. Additionally, for those faculty members who have not previously been required to undergo a comprehensive post-tenure review, their next post-tenure review will be considered a major review.**

# POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY FOR TENURE, PROMOTION, POST-TENURE REVIEW AND HIRING

## I. PURPOSE

The mission of the University of Alaska Anchorage (UAA) is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. As faculty, we value the role of university scholarship in service to society, and are committed to engaging in and producing high-quality scholarly work. We Together, the faculty and administration seek-aspire to be a university of distinction, recognized for excellence in teaching and learning centered on professional and craft practice, academic research, and creative expression. In achieving our mission, UAA places greatest emphasis on a set of core values:

- Academic freedom and diversity
- Affordable access and high quality
- Student success and community engagement
- Innovation and creativity
- Cooperation and collaboration
- Sustainability and stewardship
- Integrity and accountability
- Effectiveness and efficiency

The following policies and procedures for the evaluation of faculty have been established to provide an equitable and fair assessment of each individual faculty member and his or her contribution to the collective institutional mission, goals and core values.

## II. PRINCIPLES

~~The University of Alaska Anchorage UAA~~ is committed to excellence in the selection and continued development of faculty members. A key aspect of faculty development is the regular evaluation of faculty for retention, tenure, promotion, and post-tenure review. Individual faculty members bring different strengths, perspectives, experiences, and talents to their faculty role, and they are members of disciplinary departments with varying forms of scholarship, foci, and goals. Therefore, applying an identical set of criteria expecting identical outcomes for all faculty members is unrealistic and can serve to undermine the ultimate quality of an academic unit and the institution as a whole.

The guidelines in this document serve as the foundation and broad framework of standards for the faculty evaluation system at UAA. Within this framework, each of the

Units and their constituent departments have the responsibility to establish comprehensive unit-specific evaluation guidelines and procedures reflective of their diverse academic, disciplinary, craft, and professional fields. UAA's faculty evaluation~~In this way, the~~-system has been developed to recognize and honor the inherent diversity of faculty work, with the goal of supporting and encouraging faculty to bring together their unique talents into a cohesive and integrated scholarly practice. Furthermore, the system ~~is designed to recognize~~recognizes and supports differential emphases and interests over the course of a faculty member's career.

The policies and procedures outlined here guide the evaluation process for all tenure-track and tenured faculty members across the various campuses of UAA, as well as faculty from the Prince William Sound Community College (PWSCC). PWSCC is a separately accredited institution of higher education, with its own representative faculty assembly. However, the shared governance responsibilities related to faculty evaluation are carried out under UAA's major administrative unit (MAU) authority and responsibilities (see BOR P10.02.060). Moreover, as used in these guidelines "unit" refers to the colleges and schools within UAA (see BOR P10.02.010).

The examination and evaluation of faculty work must be done within the context of the explicit goals of the institution, as embodied in the mission and strategic plan. The most valuable resource the ~~university~~University has for enacting its mission is the time, talent, and expertise of the faculty. An evaluation system aligned with the mission provides faculty with a clear set of expectations around which they may focus their work and continue their professional development and achievement. In this way, a faculty member may pursue an individualized professional pathway based on his or her unique talents ~~that contribute~~while contributing to the collective achievement of the institutional mission.

The evaluation of faculty members for hiring, retention, tenure, promotion, and post-tenure review should also occur in the context of: established criteria for high-quality work; clearly communicated expectations and responsibilities set forth in a faculty member's initial appointment letter approved by the department chair, dean, campus director or other designated administrator ~~in a faculty member's initial appointment letter~~; subsequent modifications made for annual workload agreements; the results of periodic reviews or previous promotion or tenure decisions; and the priorities of the department, unit, college, campus, and University.

These guidelines and procedures shall be interpreted and implemented within the framework of the UA Board of Regent's Policies (P0.04.101-070), the internal governance procedures of ~~the~~ UAA, and the relevant Collective Bargaining Agreements (CBAs) of United Academics (UnAc) and the University of Alaska Federation of Teachers (UAFT).

### III. FACULTY ROLES AND RESPONSIBILITIES

#### Overview of Faculty Responsibilities

The central tasks of the ~~university~~University include the promotion of learning and the expansion of knowledge. These tasks place ~~responsibility-specific responsibilities~~ upon faculty members with respect to their students, their disciplines, ~~craft or professional field~~, the ~~university~~University, and ~~the~~communities. In support of these responsibilities, the ~~university~~University seeks to foster the continued development of faculty in ways that support their effective engagement with students, as well as with a variety of local, state, national and international communities and colleagues.

Faculty have a responsibility to their students, their discipline, craft or professional fields, the ~~university~~University and ~~the community to~~communities to strive for exemplary intellectual, ethical, aesthetic, and creative achievement. Such achievements are the defining qualifications for appointment, tenure, and promotion in the ~~professorial-academic~~ ranks. Individuals appointed to the faculty are expected to possess the intellectual and professional integrity associated with the exercise of academic freedom and shared governance; to show respect for the opinions of others; to maintain accepted standards of civility and professionalism; to cooperate effectively with others; and to consider the welfare of the total institution.<sup>1</sup>

One of UAA's strategic priorities is to build a university of first choice distinguished for excellence in teaching and learning and to become a leader in undergraduate and graduate education centered on professional and craft practice, academic research, and creative expression. This requires faculty of the highest caliber who ~~It is expected that all faculty members~~ will maintain currency in the developments in their fields--whether disciplinary, multi-disciplinary, or interdisciplinary--and remain actively engaged in scholarship throughout their careers.

All faculty members have a responsibility to engage in scholarly work in teaching, academic research, craft or professional practice, or creative expression, and ~~and community engagement~~, professionally related service activities according to their respective ~~appointments and positions~~appointments, positions and workload agreements.; ~~in order to~~In this way, faculty members contribute to the knowledge-base in their fields, advance student success, and contribute to the mission of the University in service to society. Each faculty member is also expected to contribute to the shared governance, accreditation processes, and other ~~professionally related~~ service activities of within the ~~university~~University.

---

<sup>1</sup>AAUP, [1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments ; On Collegiality as a Criterion for Faculty Evaluation](http://www.aaup.org/AAUP/pubsres/policydocs/contents/default.htm)  
<http://www.aaup.org/AAUP/pubsres/policydocs/contents/default.htm>

## The Centrality of Scholarship to Faculty Responsibilities<sup>2</sup>

The faculty evaluation guidelines of UAA are grounded in a definition of scholarship that can be appropriately applied to ~~all facets of faculty work~~ the full scope of academic work: *Scholarship, or scholarly work, is characterized by creative intellectual work reflective of a high level of professional expertise, is communicated so others may benefit from it, the significance of which can be examined and validated by othersis subjected to reflective critique and evaluation by others, and ~~which~~ supports the fulfillment of the mission of the University.*

Scholarship ~~encompasses~~ may be derived from, and manifested in teaching, academic research, creative expression, professional and craft practice, ~~community engagement~~ and service.

Scholarship takes a number of forms, including:

- 1) Discovery--Advancement of knowledge through original research, or original creations in writing, performance, or production;
- 2) Integration--Synthesizing and integrating knowledge, revealing new patterns of meaning, and new relationships between the parts and the whole, either within a discipline or across multiple disciplines;
- 3) Application--Assessing the efficacy of existing academic, aesthetic, creative, professional or craft knowledge and practices within a particular context or to address a significant problem, refining its implications or using it to effect change;
- 4) Engagement--Uniting the intellectual expertise and questions of the academy with the intellectual expertise and questions of the public and communities external to the academy to address their identified issues, concerns, or problems;
- 5) Transformation/Interpretation--Revealing, explaining, and illuminating knowledge and intellectual, creative, professional or craft processes for others.

This expanded definition of scholarship serves to encompass all ~~outstanding-high-quality~~ faculty work that furthers the educational goals of students, faculty, academic units and campuses, the ~~university~~ University, and the varied public and professional communities with which we are engaged. ~~This~~ Recognizing that not all faculty members will engage in all forms of scholarship, this more inclusive definition of scholarship ~~also~~ allows for greater recognition of the diverse scholarly activities that reflect the mosaic of faculty talent that strengthens the ~~university~~ University as a whole.

---

<sup>2</sup> A number of sources have been synthesis and adapted to develop this section in response to UAA's unique context and mission: E. Boyer (1990). Scholarship Reconsidered: Priorities of the professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching; Campus Compact (2007). Conference Report: New Times Demand New Scholarship, Author, University of California, Los Angeles; Portland State University, Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases (1996); University of North Carolina at Greensboro, University-wide Evaluation Guidelines for Promotions and Tenure; Criteria for Scholarship, Southern Polytechnic State University.

Scholarship ~~generally implies traditionally has implied~~ that one has a solid foundation in the academic, craft, or professional field addressed and is current with developments in that field. ~~However, it must be noted-~~The expanded and more inclusive definition takes into account that significant advances often accrue when a ~~scholar extends her or his scope of topics~~faculty member extends his or her scope of creative intellectual work to engage in collaborative, multidisciplinary or interdisciplinary inquiry and scholarly activities.

### **The Focus on Community Engagement<sup>3</sup>**

UAA has been nationally recognized for community engagement, receiving the Carnegie classification of “Community Engaged University in Curricular Engagement and Outreach & Partnerships.” ~~This is an elective classification UAA sought in order to recognize an important aspect of our institutional mission and sustained efforts.~~ In alignment with the Carnegie classification, UAA describes *community engagement* as collaborations between institutions of higher education and individuals, organizations, and institutions in their larger communities (local, regional, state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The range of local, regional, state, national, and global communities with which faculty might engage are vast and broad. A community may be defined by: shared academic, aesthetic, craft, or professional interests; political, social or geographic contexts; or a variety of other shared interests and concerns around which communities form, develop, and participate together.

Community engagement expands the variety of ~~university~~University outreach and partnership activities of faculty because it has the potential to integrate teaching, service, and academic research or creative expression.~~and recognizes-~~ Faculty members who focus on community-engaged practice enhance both their scholarly knowledge and the well-being of the various communities with which they work. Community Engagement is grounded in collaborative practice and shared leadership and focuses on the application of knowledge and processes to problems and concerns identified by the communities. Community engagement may be manifested in scholarly activities such as community-based research, community-engaged service, and curricular engagement when they demonstrably meet the principles of ~~high quality~~high-quality scholarship.

UAA highly values and encourages quality community engagement as part of faculty roles and responsibilities, ~~and as such consider it a-~~ For those faculty members who choose to undertake community engaged scholarship through their teaching, service, academic research or creative expression, it should constitute a vital component of faculty evaluation considerations.  
Community engagement includes:

---

<sup>3</sup> UAA Definitions of Community Engagement, Curricular Engagement, Community-based Research, and Engaged Service. Approved by UAA Faculty Senate and UAA Office of Academic Affairs and submitted by Nancy Andes, Professor of Sociology, and Director, Center for Community Engagement & Learning, May 8, 2007.

- ~~1.—Community-based research is rooted in a particular time and setting and calls for shared expertise. It values the participation of local community members and brings their perspectives into the research process. It includes community-responsive clinical and population-based care (for example, community-oriented primary care, academic public health practice), and participatory action research. Key differences from traditional social science research are the active inclusion of community members' perspectives and reciprocal learning. Related methodologies include applied research, technical assistance, and policy research, though these do not necessarily maintain a reciprocal relationship with community members during the research process.~~
- ~~2.—Engaged service happens when faculty are engaged in service in the community in a way that enhances both their experience and the community's well being. This kind of public work and collaborative practice is linked to community-identified problems in a process of community change and development. It relies on faculty expertise and components that define scholarship, including clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor, and peer review.~~
- ~~3.—Curricular engagement includes approaches where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.~~

## **The Scholarly Agenda<sup>4</sup>**

A scholarly agenda is a faculty member's proposed program of scholarly work, outlining his or her professional and discipline-based foci, goals, and proposed contributions to scholarship over a three- to five-year period. In this way, the agenda serves as the foundation for establishing and maintaining a productive and meaningful career. As each faculty member, ~~regardless of rank~~, is primarily responsible for planning and guiding his or her own career, the development and enactment of a scholarly agenda is an essential and on-going responsibility for all faculty members.

---

<sup>4</sup> The concept of the Scholarly Agenda and its development has been adapted and synthesized from Portland State University, Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases (1996) and the Retention, Tenure and Promotion Guidelines of the California State University-Monterey Bay.

Establishing a scholarly agenda provides a faculty member the opportunity to identify and define his or her professional goals and focus of scholarly efforts within the framework of departmental, unit, and ~~university~~University goals and mission. It is not designed to limit or inhibit a faculty member's academic freedom nor constrain his or her scholarship. Rather, it allows the faculty member to articulate how to direct and develop his or her unique array of talents and expertise. The scholarly agenda, therefore, should be specific regarding aspirations, goals, priorities, and scholarly activities, but not a list of tasks or expected outcomes. Over the course of one's academic career, one's scholarly interests, priorities, and relative areas of emphasis evolve and change. For this reason, it is expected that faculty members will revisit and revise their scholarly agenda every three to five years.

#### **IV. EVALUATION OF FACULTY FOR RETENTION, TENURE, PROMOTION, & POST-TENURE REVIEW**

The decisions to retain, grant tenure to, or promote a faculty member are among the most vital that take place in a university. One of the hallmarks of a university of distinction is the quality of its faculty and their scholarly achievements ~~in~~as reflected in their teaching, academic research and creative expression, ~~community engagement~~, and professional and university service. Therefore, it is to be expected that among faculty members there will be highly varied profiles of scholarly pursuits and achievement with respect to vigor, flexibility, breadth, and forms of scholarship. Judgments about the application of the ~~university~~University's criteria of quality and significance of scholarly achievement within ~~each of~~and among the components of faculty responsibility will vary with disciplines, craft, and professional fields, and with unit goals.

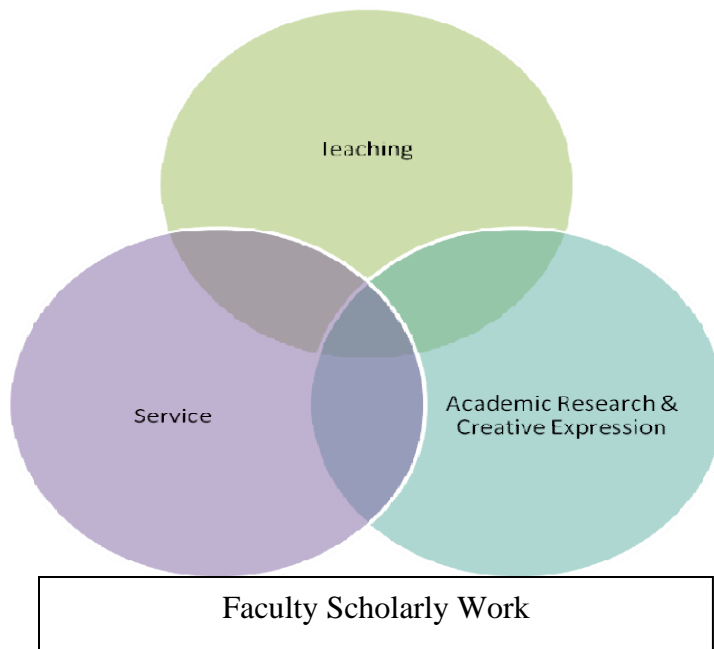
Those making retention, tenure, and promotion recommendations have an obligation of stewardship to students, consumers of academic research and creative expression, the existing community of scholars, craft and professional practitioners, and the community at-large, to ensure the best faculty possible. The conscientious exercise of this responsibility requires that the University retain, tenure, and promote only those faculty members who have demonstrated a consistent pattern of high-quality scholarly achievement across the components of faculty responsibility, and whose expertise and achievement have contributed to the unit goals and institutional mission.

#### **Evaluation of Faculty Scholarship**

The various forms of scholarship—discovery, integration, application, engagement, and transformation/interpretation— result in a variety of scholarly activities and accomplishments, which may arise from or be manifested in one's teaching, academic research and creative expression, and service. The forms of scholarship do not necessarily correspond directly or uniquely to any particular one of the three components of faculty responsibilities. However, the division of faculty work responsibilities into three distinct components of teaching,

academic research and creative expression, and service can serves to clarify the complexity of faculty scholarship and provide a framework for organizing and assessing scholarly work and accomplishmentsexplex\_ within the evaluation process, by providing a framework for the assessment of faculty scholarly work.

Nevertheless, it is important to keep in mind that such classification is not always distinct, as some scholarly work may be integrative and contribute to multiple components (see figure below). For example, a faculty member may develop a novel approach to an instructional strategy or a set of curriculum materials in response to an identified student learning need within the discipline, and subsequently publish an article in an academic journal about the work and its impact on student learning and course outcomes. The resulting instructional strategy and curriculum materials may be categorized as an aspect of teaching, while the article is a dissemination product that can be categorized under academic research and creative expression. What is critical to distinguish here is that the process of scholarly work may arise mainly from one of the components, while producing a variety of distinct outcomes and products that may contribute to the scholarly accomplishments in another component of faculty responsibilities. Moreover, as a faculty member develops professionally it is likely that the components of faculty responsibilities in which he or she is involved will increasingly serve to inform and mutually reinforce each other. Although these roles are specified below, it is important to remember that such clear and sharp distinctions between the components do not exist. Rather, scholarly activities should emphasize the mutually reinforcing and integrative relationships among these components. Moreover, no faculty member will be expected to commit an equal amount of time, make equal contributions, or achieve equally in the three components of faculty responsibilities described below:



Because of the nature of scholarship, with its multiple forms and potential for integration, it is expected that throughout their careers faculty members will commit varying amounts of time, make unique contributions, and achieve a variety of outcomes within and across the components of faculty work, in accordance with their rank, position description, and assigned duties and workloads.

**a. Teaching and Learning**

Teaching well is UAA's primary mission. Teaching is a challenging and dynamic enterprise that encompasses a range of scholarly activities, from classroom instruction to including students in research, from mentoring to curriculum development, from participating in faculty development to the scholarship of teaching and beyond. Faculty members are expected to be reflective practitioners who continuously examine their effectiveness as educators. In addition, their teaching should reveal and develop diverse perspectives; encourage and facilitate inquiry, creativity, and life-long learning; and work to integrate the principles central to the vision, mission, and core values of UAA. (see Section I: Purpose)

UAA's Institutional Learning Outcomes specify that by the time students graduate they will be able to:

- Communicate effectively
- Employ critical thinking skills
- Demonstrate skills for independent learning and inquiry, including information literacy
- Demonstrate a knowledge base in the required general education areas
- Demonstrate specific knowledge and skills in a major discipline or degree

When teaching is part of the faculty assignment, effectiveness is an essential criterion for advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and an ability to create and maintain instructional environments that promote student learning and attainment of UAA's Institutional Learning Outcomes (see sidebar). As a separately accredited educational institution, Prince William Sound Community College (PSWCC) has its own academic program, curriculum and identified learning outcomes for students. Therefore, for PWSCC faculty teaching effectiveness is evaluated based on the promotion and attainment of their institutionally identified student outcomes.

Teaching is much more than instruction in the classroom and lab, or via distance-delivery modes and technologies. The work of teaching includes curriculum writing, developing course materials, developing community engaged learning opportunities for students, including service learning as part of classes, developing cultivating community internships for students, writing letters of recommendation, mentoring, planning and conducting workshops for colleagues, and so on other activities. Every teacher-faculty member engaged in teaching utilizes and combines these aspects-teaching activities in different ways at different times.

It is expected that teaching will be demonstrated through some combination of one or more of the following six aspects. However, units may include different examples of the aspects or place different emphasis and value on certain aspects to reflect the particular needs and concerns of their respective discipline, craft, or professional field. Aspects-The aspects of teaching include:

*Instruction and Learning Experiences*: Teaching students in courses, laboratories, field ~~instruction~~experiences, clinics, studio classes or in web-based environments; teaching participants in workshops, retreats, seminars; managing a course [student assessment, student records, learning experiences]; applying effective instructional design strategies to teaching and learning; providing capstone, service learning or community engaged learning opportunities, incorporating active learning and/or research experiences in the curriculum.

Librarianship: Selecting and acquiring collections and resources to support curriculum and research; overseeing library operations; providing instruction in library research methods; cataloging and classifying materials; creating and maintaining bibliographic support systems; creating bibliographies, web sites, and other research tools; developing and applying specialized information systems.

*Building and Developing Curriculum and Learning Resources*: Developing and revising outcomes-based curriculum and assessment; shaping teaching materials, manuals, software; designing and implementing new or varied delivery modes, including web-based and new media technologies; constructing resources to support distributed education and independent learning; selecting, organizing, and providing access to information resources in support of learning goals.

*Mentoring Students*: Advising students for academic success and career planning; providing opportunities and supporting students' research and scholarship; providing one-to-one instruction or tutoring; providing guiding capstone, service learning and independent study opportunities; and supervising research assistants and teaching assistants.

*Advancing Teaching Excellence*: Mentoring colleagues and observing their teaching; reviewing current literature and national standards in subject areas; planning and contributing to professional development activities related to teaching; shaping and improving assessment methods; consulting with colleagues on the selection and use of instructional tools, resources, and materials; conducting instructional and classroom inquiry; implementing ideas from professional development activities; using student feedback and self-reflection to enhance or change instructional practices.

*Advancing Student Excellence*: Writing letters of recommendation or nominating students for scholarships and awards; supporting students' accomplishments, such as Student Showcase,

Undergraduate Research Grants, or presentations at professional conferences; and ~~chairing~~ servicing as chair of graduate or undergraduate theses, and honors or capstone project committees.

~~(See Appendix ?, pp ? for more information on UAA's Teaching Excellence Model)~~

## **b. Academic Research and Creative Expression**

Academic research and creative expression are vital to the mission of UAA in order to advance knowledge, support teaching and learning, and promote the application of knowledge in ways that benefit our local communities and broader society. One of UAA's research goals is to become a leader in research and research-centered undergraduate and graduate education. Faculty members with designated workload effort in this component of faculty work during the period of review are expected to engage in ~~high quality~~ high-quality, significant academic research or creative activities as appropriate to their discipline, craft or professional ~~or~~ fields, their continuing professional growth, and the mission of their department, school, college, or campus and the university University.

Academic Research and creative expression ~~includes~~ may be generated through all forms of scholarship--discovery, integration, transformation/interpretation, engagement, -and application--and ~~their public dissemination~~ contributes to the generation and dissemination of knowledge within the discipline, craft or professional field as defined by the respective scholarly community. ~~These activities will generally include, but are not limited to, the following:~~ It is expected that academic research and creative expression will be demonstrated through some combination of one or more of the following six categories. However, units may include different examples of work within the categories or place different emphasis and value on certain categories to reflect the particular needs and concerns of their respective discipline, craft, or professional fields.

*Conducting and Disseminating Academic Research:* Conducting basic and applied research and inquiry; community engaged or participatory action research; writing books, monographs, textbooks; writing book chapters; editing books; writing papers in refereed journals and conference proceedings; presenting papers at professional meetings; writing translations, abstracts, and reviews; ~~successfully~~ involving undergraduate or graduate students in ongoing research.

*Producing and Performing Creative Works:* Writing poems, plays, essays, musical scores; ~~Producing~~ producing radio and television productions, films, and videos; engaging in competitions, commissions, exhibitions; directing, choreographing and performing creative works in music, theatre, or dance; designing and arranging creative works; creating and preparing software and electronically published documents; developing electronic and print information resources that support the curriculum.

*Developing and Disseminating Curriculum and Pedagogical Innovations:* Developing and Disseminating creative approaches to teaching methods and techniques, including publication or presentation at professional meetings; ~~and the~~ development of software and other technologies that advance student learning; writing grant proposals for the development of curriculum or teaching methods and techniques; and participating in the supervision of student research or independent study, capstone projects, and the mentoring of students that leads to the presentation of academic research and other creative works.

*Developing and Disseminating Innovations in Clinical and Craft Practice:* Developing and disseminating novel or creative approaches in clinical or craft practices, including publication or presentation at professional meetings; the development, production, and dissemination of tools, technologies, or methods that enhance clinical or craft practice.

*Editing and Managing Creative Works:* Fulfilling major editorial assignments with scholarly academic, disciplinary, craft, and professional publications, including journals, newsletters, or electronic media; ~~participating in imitating initiating or organizing~~ scholarly conferences ~~as panel organizer and/or discussant; organizing and directing scholarly conferences,~~ symposia, and other similar activities.

*Leading and Managing Funded Research Programs, Contracts, and Creative Projects:* Leading research projects or contracts, including multidisciplinary, multi-agency, or collaborative projects; task forces; writing proposals to funding agencies (private, public, and internal); managing budgets of grants and contracts; selecting and supervising staff; preparing required reports.

### c. Service

~~Academic-University~~ and professional service is essential to creating an environment that supports scholarly excellence, enables shared governance, meets the internal operational needs of the ~~university~~University, and enhances the region, state, and world. All faculty members are expected to engage in both professional and university service activities, with increasing involvement at higher ranks, as appropriate to their discipline, craft or professional field, and the mission of their department, unit, campus and the University.

Professional and university Sservice can generally be demonstrated through the following broad categories. However, service activities within these categories can take a number of forms beyond those listed below. including: Units may identify additional forms of service and/or place different emphasis and value on certain categories to reflect the particular needs and concerns of their respective discipline, craft, or professional fields.

### Professional Service

Faculty members engaged in professional service use their academic training, professional expertise, and experience to serve the discipline or society, while contributing to the institutional mission. The diversity of external needs, as well as faculty expertise and experience, leads to many different forms of professional service. Nevertheless, there are common distinguishing characteristics that define such service:

- Utilizes a faculty member's academic, craft or professional expertise;
- Contributes to the discipline, craft, or professional field and/or the audience or clientele; and
- Demonstrates a clear relationship between the service activities and the goals and mission of the department, college, campus, or University.

#### (1) Service to the Discipline, Craft or Professional Field:

Writing peer reviews for discipline, craft or professional publications and funding organizations; performing editorial assignments for discipline, craft or professional publications; participation in academic, craft or professional conferences as panel organizer and/or discussant; providing professional reviews or critiques of materials at the request of discipline, craft, or professional colleagues at other universities or institutions; serving as an officer, or in another leadership capacity, for local, state, or national discipline, craft or professional organizations or associations.

#### (2) Service to Society:

Writing for popular and non-academic publications directed to specialized audiences; guiding technology transfer activities; collaborating or partnering with governments, education, health, cultural or other public institutions; committing expertise to community agencies or civic groups; testifying before legislative or congressional committees; providing public policy analysis, program evaluation, technical briefings for local, state, national, or international governmental agencies; serving on public boards, task forces, or committees; developing and offering training or professional development workshops and other demonstrations or dissemination of professional methods or techniques.

#### (3) Community Engaged Service<sup>5</sup>:

---

<sup>5</sup> UAA Definitions of Community Engagement, Curricular Engagement, Community-based Research, and Engaged Service. Approved by the UAA Faculty Senate and UAA Office of Academic Affairs and submitted by Nancy Andes, Professor of Sociology, and Director, Center for Community Engagement & Learning, May 8, 2007.

As a form of professional service to society, community-engaged service is distinguished by its focus on collaborative, jointly developed projects designed to apply concepts, processes, or techniques to community identified issues, concerns, or problems, which result in community change and development. It should be noted here, however, that the nature of community engaged practice is often integrative across the components of one's work in teaching, academic research or creative expression, and service. Therefore, depending on the breadth, form, and focus of the work, a community engaged service activity may combine with or result in scholarly outcomes or products that could additionally or alternatively be represented as an aspect of teaching, or within a category of academic research and creative expression.

### University Service

University service includes service to the department, college, campus or University. Faculty members engaged in university service contribute to the shared governance system and institutional development through a variety of activities, including:

#### (1) Governance:

Fulfilling administrative or other directed responsibilities at the department, college, campus or university level, such as department chair, academic program coordinator, or center director; contributing to department, college, campus or University policy development and governance activities; collaborating within and across campus communities on projects, initiatives, and other University-wide activities.

#### (2) Academic and Faculty Development:

Mentoring other faculty members; participating in faculty, administrator, or staff search committees; organizing, directing and/or implementing faculty development activities; organizing, directing, and/or implementing academic development activities; and participating in academic program development and accreditation activities.

#### (3) Student Success Support:

Sponsoring student organizations; developing outreach activities and programs that enhance the University's ability to serve the needs of a diverse and non-traditional student body; developing and maintaining services and programs that support student engagement with the curriculum; facilitating activities that integrate residential living and learning on campus, or engage non-resident students in campus activities.

### Community Engagement

Faculty members who focus on community engaged service enhance both their scholarly knowledge and the community's well being. Community Engagement is grounded in

collaborative practice and shared leadership and focuses on the application of knowledge and processes to community-identified problems and concerns. The central focus of the work is engagement in a process of community change and development.

#### *Professional Service*

Faculty members engaged in professional service use their academic training, professional expertise, and experience to serve the public or discipline, while contributing to the university's mission. The diversity of external needs, as well as faculty training and experience, leads to many different forms of professional service. These may include, but are not limited to activities such as serving on public boards, task forces or committees, providing workshops or training, or serving as a reviewer, officer, or in another leadership capacity for discipline-based organizations or associations.

#### *University Service*

University Service includes service to the department, college, and university. Faculty engaged in University Service contribute to the shared governance system and institutional development through a variety of activities including service on committees, task forces, policy advisory bodies, and the development and management of academic programs.

#### *Directed Service*

This type of service, whether performed for the department, the university, or the public at large, is explicitly defined and delineated in a faculty member's position description, requires academic credentials or skills, and is in general routinely and explicitly scheduled in terms of time and place. Such service furthers the mission of and is central to the goals of the department or unit. Typical examples are the responsibilities of librarians, counselors, academic program directors or coordinators, directors of centers, institutions, or special programs, and department chairs. In some cases, these service activities constitute a significant part of a faculty member's contributions to the university and its mission. However, not all departments, units, campuses, or colleges will include this category of service.

#### Compensated Outside Activities

In accordance with Alaska State law and University policy, all outside compensated activities must be disclosed and may not be in conflict with or incompatible with a faculty member's performance of his or her duties and responsibilities. As such activities are not part of the full-time commitments of a faculty member, they cannot be considered as teaching, academic research or creative expression, or service within the University for the purposes of faculty evaluation. However, for those disciplines and units in which the direct practical experience that might be derived from such activities constitute valuable professional development, faculty members may request that it be

considered for its contribution to the continuing development of disciplinary, craft or professional knowledge and skill.

## **Quality and Significance of Scholarship<sup>6</sup>**

A rigorous faculty evaluation and review process is one that distinguishes between the routine conduct and completion of one's work assignments and responsibilities, and one's scholarly accomplishments and outcomes which represent high-quality and substantive scholarly work. ~~In the faculty evaluation and review process,~~ The emphasis is on the critical assessment and evaluation of the quality and significance of the candidate's scholarly achievements by professional peers. Thus, the evaluation system must distinguish among the criteria that relate to the quality of a faculty member's scholarly work, as well as the equally important criterion of the significance and relevance of this body of work to the department, school, college or campus and institutional mission(s).

A consistent pattern of ~~high-quality~~high-quality scholarship manifested across all dimensions of faculty work is more important than the quantity of work done, as it reflects the promise of continued professional development and ~~exemplary~~scholarly achievement. The criteria for evaluating quality and significance of a faculty member's scholarship include the following:

### *1. Reflects high level of discipline-related expertise*

High-quality scholarship in teaching, academic research or creative expression, and service is grounded in and draw s from the current literature, developments, practices and knowledge-base in the respective discipline, craft, or professional field. Such scholarly work demonstrates an understanding of both depth and breadth of the subject-matter that supports the diverse learning needs of students, contributes generatively to the knowledge-base in the discipline, craft, or profession, and responds to identified needs and interests of a variety of community and professional organizations.

### *2. Establishes clear and relevant goals*

High-quality scholarship in teaching, academic research or creative expression, and service is derived from a systematic approach built on clearly established goals and carefully selected actions and activities. Such scholarly work demonstrates the selection of substantive content, problems, or questions appropriate to the varied contexts of teaching, and the framing and pursuit of intellectual, creative, or aesthetic inquiries and projects.

---

<sup>6</sup> The criteria in this section is a synthesis of a number of sources: Summary of Faculty Forums, UAA Faculty Task Force on the Evaluation of Faculty (2008); Portland State University, Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases (1996); R. M. Diamond & B.E. Adams (1993). Recognizing Faculty Work: Reward systems for the year 2000. San Francisco: Jossey-Bass; C.E. Glassick, M. T. Huber, & G.I. Maeroff (1997), Scholarship Assessed: Evaluation of the professoriate. San Francisco, Jossey-Bass.

3. *Uses appropriate methods and resources*

High-quality scholarship in teaching, academic research or creative expression, or service results from well-constructed methods and skillfully selected resources and materials that align with and support the purpose and goals of the specific project or activity. Such scholarly work demonstrates the effective use of pedagogical and curricular practices to maximize student learning; the organization and successful implementation of systematic inquiry, the research or creative activities that support the discovery, integration, application, engagement with or transformation/interpretation of knowledge; and the effective and collaborative participation with community and professional colleagues to address common concerns or issues.

4. *Effectively documented and communicated*

High-quality scholarship in teaching, academic research or creative expression, or service is effectively communicated to appropriate audiences in ways that subject the intellectual, aesthetic, professional or instructional ideas, processes, outcomes, practices, or products to critical and independent consideration and review. Such scholarly work is publically communicated or disseminated through a variety of media and venues appropriate to, and accepted by, the intended audiences, be they from the discipline, craft, creative or professional field, students, or the community.

5. *Results in ~~significant~~ positive impact or outcomes*

High-quality scholarship in teaching, academic research or creative expression, or service is marked by scholars' own critical reflection on and evaluation of their work; its impact on the intended audience; and its potential for generating new initiatives, understandings, practices, or lines of inquiry. Such scholarly work results in outcomes that are valued by those for whom it was intended; are clearly identifiable or measurable; and contribute to student learning and academic success, the knowledge or practice base of the discipline, the craft, the profession, or the community. In these varied ways, high-quality scholarship contributes to the mission or reputation of the department, college, campus and University.

6. *~~Demonstrates ethical behavior~~ Upholds professional ethical standards*

High-quality scholarship conforms to and promotes the established ethical codes of conduct of the discipline, craft or professional field and University, including issues related to: intellectual property rights and protection of human and animal subjects; counseling students; and relationships with students, staff and faculty colleagues, and community participants, or others who participate in, benefit from, or are affected by the work.

## V. ACADEMIC RANK, APPOINTMENT AND TENURE

### Introduction

To be appointed to any faculty rank, a candidate must hold the appropriate professional or craft certification or terminal degree as defined by the accrediting agencies or associations in the respective professional, craft, or academic field. Regardless of the educational requirement or credential, the primary emphasis must rest on the individual's professional profile and the overriding necessity of maintaining well-qualified faculty within the unit and the University. The determination and definition of the appropriate professional or craft certification or terminal degree shall be made by the college in accordance with disciplinary requirements ~~and~~, faculty position, and University policies.

### **Definitions of Academic Ranks and Appointments**

Emeritus. Appointment as Professor Emeritus or Emerita is an honor conferred upon a retiree in recognition of a sustained record of outstanding scholarly accomplishments that has contributed to the mission, reputation, and quality of the University. Candidates for Emeritus appointment must be full-time faculty members who have attained the rank of full professor and who have retired after a minimum of 10 years at the University of Alaska immediately prior to retirement. In exceptional circumstances, other faculty members who have achieved the highest academic rank available to them based on their professional, craft, or academic credentials and position may also be nominated. Following the consideration and recommendation of the faculty review process, the Chancellor will make the final appointment.

Distinguished Professor. The tenured appointment of Distinguished Teaching Professor, Distinguished Research Professor, Distinguished Service Professor, or University Professor may be given by action of the Board of Regents on recommendation of unit members and concurrence of the Chancellor and the President. The title of Distinguished Professor or University Professor is considered to be a rare and special achievement. Candidates to be considered for award of the title ~~Distinguished Professor~~ must be nominated by their department. Following the consideration of the recommendation by the faculty review process, the Chancellor will make the final recommendation to the Board of Regents.

Professor. Candidates for initial appointment or promotion to the rank of Professor must hold a terminal degree in the discipline or field and show clear and convincing evidence of an extensive record of ~~high-quality~~high-quality and significant\* scholarly accomplishments in the responsibilities appropriate to their work assignments and the missions of their units. Candidates must have gained recognition in their professional, craft or academic field by professional peers or community members external to the institution and demonstrate the likelihood of maintaining that stature.

At the rank of Professor faculty members must demonstrate the following: a sustained record of excellence in teaching; contributions of high-quality and significance to the professional, craft, or academic field that have gained the recognition of peers or constituencies outside the institution;

demonstrated record of effective leadership in ~~university~~University affairs and in ~~community engagement~~a range of professional or service activities; and a record of sustained professional growth with the promise for continuing high-quality and significant scholarly achievements. In addition, candidates must demonstrate a marked strength in at least one of the components of faculty responsibilities. This will usually be in the area of their primary responsibility, or through their integration of ~~their~~ scholarly accomplishments across these components. A candidate's area of marked strength is one that draws on his or her unique talents to significantly advance the mission or reputation of the unit and institution. Candidates for promotion to Professor must have been previously awarded tenure, or must simultaneously stand for tenure.

Associate Professor. Candidates for initial appointment or promotion to the rank of Associate Professor must hold a terminal degree in the discipline or field and show clear and convincing evidence of ~~high-quality~~high-quality and significant\* scholarly accomplishments in the responsibilities appropriate to their work assignments and the mission of their units. Candidates should demonstrate an emerging level of recognition within their professional, craft or academic field by professional peers or community members external to the institution.

At the rank of Associate Professor faculty members must demonstrate the following: a sustained record of effectiveness in teaching; high-quality and significant scholarly contributions to the professional, craft, or academic field; high-quality scholarly contributions to the institution through university and professional service ~~and community engagement or service~~; and a strong record of professional growth with the promise for continuing accomplishment of high-quality and significant scholarly achievements. In addition, candidates must demonstrate a marked strength in at least one of the components of faculty responsibilities, or through the integration of their scholarly accomplishments across the components, ~~that which~~ advances the mission or reputation of the unit or institution. Non-tenured faculty undergoing review for promotion to Associate Professor must also be reviewed for tenure. Promotion to Associate Professor cannot be made without prior or simultaneous award of tenure.

Assistant Professor. Candidates for initial appointment at the rank of Assistant Professor must hold the appropriate professional or craft certification or terminal degree in the discipline or field and show evidence of ~~experience and~~ achievement ~~of,~~ or definite promise, ~~for, the capability to produce in the production of~~ sustained professional growth and contributions of high-quality and significance\* to the professional, craft, or academic field and the University.

Candidates for promotion to Assistant Professor must show clear and convincing evidence of continuous professional growth in producing high-quality and significant scholarly achievements within and among the components of faculty work for which they are responsible. This will include: a sustained record of effectiveness in teaching; scholarly contributions of quality and significance to the unit and institution through university service and ~~community engagement or~~

professional service; and evidence of promise for the continued contribution of high-quality scholarly achievements ~~of high-quality and significance in both these components in support the mission of~~ the unit and University.

Instructor. Candidates for initial and continuing appointment at the rank of Instructor must hold the appropriate professional or craft certification or terminal degree in the discipline or field and show evidence of, or promise for, sustained professional growth and development of high quality~~high-quality~~ and significant \*scholarly accomplishments in teaching and effective contributions to the unit, and institution through a variety of university and ~~community~~ professional service ~~and engagement~~ activities.

(\* Refer to section IV. *Evaluation of Faculty for Retention, Promotion, Tenure, and Post-Tenure Review* for the definition of quality and significance of scholarship.)

### **Definition of Tenure**

The awarding of tenure serves the best interests of the individual and the University's institutional responsibility to create and disseminate knowledge in a democratic society. The decision to grant tenure to an individual faculty member is one that has an enduring impact on the continuing growth in capacity, achievement, and reputation of the University.

For the individual faculty member, tenure is the acceptance of an on-going obligation to continued scholarly performance and achievement at a high level of professional competency. Tenure is not automatic and is not based on years of service. Therefore, it should not be recommended as a routine matter of course. Rather, tenure shall be granted to those faculty members who have provided evidence that demonstrates a sustained record of high-quality and significant scholarly performance and the promise of long-range contributions to the educational mission, reputation, and quality of the University.

~~The burden of proof that tenure should be awarded rests with the faculty member. It is the faculty member's responsibility to establish a case that supports the awarding of tenure.~~

Therefore, ~~to be awarded tenure~~, a candidate must provide sufficient evidence to demonstrate that she or he has met or exceeded the unit and ~~university~~University criteria for the appointed rank; that this record of scholarly achievement has contributed to the unit and institutional missions; and that such scholarly accomplishments are likely to continue into the future.

### **Consideration of Time in Rank for Mandatory Tenure Review<sup>7</sup>**

<sup>7</sup> The information in this section related to appointment, tenure, and time in rank considerations is summarized from BOR P 04.04. As such, they are subject to change only by action of the UA Board of Regents.

A faculty member may submit a file and request a review for tenure in any year of service. However, he or she must be reviewed no later than the mandatory year of service review. A faculty member evaluated for tenure prior to the mandatory year for review shall be evaluated on the basis of performance expectations that would exist at the time of mandatory tenure review.

Initial appointment to the rank of Professor may be made with or without tenure. Faculty initially appointed to the ranks of Professor without tenure shall be reviewed for tenure no later than the second (2<sup>nd</sup>) consecutive year of service. Appointment to Professor may continue beyond the third (3<sup>rd</sup>) year only with tenure.

Initial appointment to the rank of Associate Professor may be made with or without tenure. Faculty initially appointed to the rank of Associate Professor without tenure must be reviewed for tenure no later than the fourth (4<sup>th</sup>) consecutive year of service. Appointments to the rank of Associate Professor may continue beyond the fifth (5<sup>th</sup>) year only with tenure.

All non-tenured faculty members appointed to a tenure-track position at the rank of Instructor or Assistant Professor must be reviewed for tenure no later than the seventh (7<sup>th</sup>) consecutive year of service. Appointments to these ranks may continue beyond the eighth (8<sup>th</sup>) year of service only with tenure.

For the purposes of determining the mandatory year of tenure review, all consecutive years of service, including periods of leave of absence at full salary and sabbatical leave, will be included. Periods of leave of absence at partial or no salary will not be included unless requested in writing by the unit faculty member and approved at the time the leave is granted. A partial year of service that includes at least one semester of full-time faculty service may be counted as a full year of service when it has also been used to determine eligibility for any sabbatical leave. Periods of officially requested and approved parental, family, or medical leave, whether paid or unpaid, shall be excluded from the determination of the mandatory year for review unless the faculty member requests that such leave be counted toward their time in rank.

At the time of hire, a faculty member may request negotiate up to three (3) years of service from a prior institution be counted toward their faculty service at the University. New faculty hires should be notified of this possibility by their hiring unit administrator. Any prior years of service which are subsequently granted should be documented in the faculty member's initial letter of appointment.

## **Denial of Tenure**

Faculty who are not awarded tenure by the end of their mandatory year of review shall be offered a terminal appointment for one additional year of service. If a faculty member chooses to apply for tenure prior to the mandatory year, she or he may withdraw at any step in the process prior to

review by the Chancellor. However, if the review proceeds to the Chancellor and the decision is to deny tenure, the faculty member shall be offered a terminal appointment for one additional year of service.

## VI. EVALUATION PROCESS AND REVIEW CYCLE

### Introduction

The decision to grant tenure and/or promote a faculty member shall be based on the performance of the work that the faculty member has been employed to do, his or her performance of the duties with respect to unit and University expectations for high-quality scholarly accomplishments in accordance with faculty rank, and the broader responsibilities expected of all members of the faculty academic community (see Section III: Faculty Roles and Responsibilities). Although the review for promotion and tenure might happen simultaneously, the awarding of tenure and promotion in rank are two separate actions.

### Types of Evaluation

Annual Retention Review. In an academic year or work year in which a non-tenured, tenure-track faculty member is not scheduled for comprehensive retention, tenure, or promotion review, the faculty member shall receive an Annual Retention Review. The faculty member shall submit an Abbreviated Portfolio (see following section). The evaluation will be completed by the ~~dean~~Dean or Director, ~~dean's or~~ designee, ~~or director~~ of the faculty member's unit, or in the case of community campus faculty members by the Campus Director or President, or designee. The unit member's tenured department chair may complete the review as the unit administrator's designee. In those units that have developed procedures for the inclusion of peer review in this process, such action shall occur before the evaluation by the unit administrator. The annual review should evaluate and provide feedback on both the faculty member's performance with respect to his or her fulfillment of fiduciary responsibilities, and progress in scholarly accomplishments toward promotion and/or tenure expectations.

Comprehensive Retention Review. During the fourth year of a tenure-track appointment a faculty member will undergo a comprehensive and diagnostic review by peer review committees and administrators, and the Provost. The faculty member may also request that the review proceed to the Chancellor. The purpose of this review is to provide a comprehensive assessment of the candidate's progress toward tenure and promotion, and to notify him or her of any gaps or areas that need to be strengthened, as well as areas of strength to be sustained and enhanced. Once the faculty member begins the comprehensive review process, he or she may not request that it be converted to a tenure or promotion review. The faculty member is required to submit a Scholarly Portfolio for this review (see below following section).

Tenure Review. A ~~full~~ Tenure review is conducted to determine whether a tenure-track faculty member's work has demonstrated a consistent pattern of high-quality and significant scholarly achievements in teaching, academic research or ~~creative activity~~creative expression, and ~~community engagement or professional service~~, and university service, as appropriate to his or her appointment, faculty rank, and position. The deciding factor in tenure decisions is whether the faculty member's scholarly achievements have contributed in sufficiently significant ways to the University mission, so as to merit the right to continuous employment at the institution. The faculty member is required to submit a Scholarly Portfolio for this review. The Chancellor makes the final decision on tenure, giving due consideration to the recommendations of the peer review committees and appropriate administrators.

Promotion Review. Tenure-track and tenured faculty being considered for advancement in rank shall receive a ~~full~~ promotion review. The promotion review is a summative assessment of a faculty member's scholarly achievements in teaching, academic research or ~~creative activity~~creative expression, ~~community engagement and professional~~ and university service, as appropriate to his or her appointment and position. The evidence ~~in the Scholarly Portfolio for this review~~ shall cover the time period since the candidate's last comprehensive review, or tenure or promotion decision. The deciding factor in promotion decisions is whether the faculty member's scholarly achievements have met the established unit and ~~university~~University criteria so as to merit appointment at a higher academic rank. For this review, the faculty member will be required to submit a Scholarly Portfolio.

Post-tenure Review. Tenured faculty will be reviewed every three years. The post-tenure review process should review and encourage progress toward promotion where applicable, and provide formative feedback to faculty to assist their continued development, and production of high-quality and significant scholarly achievements. Every three years, the Dean or designee, or in the case of a community campus faculty member the Campus Director or President, or designee, will complete the review and provide written feedback. The faculty member will submit an Abbreviated Portfolio for this review.

Every sixth year, the faculty member will submit a Scholarly Portfolio and undergo a ~~Comprehensive~~ comprehensive post-tenure review by peer review committees, unit administrators, and the Provost. The peer review committees and administrators shall make an evaluation of the faculty member's scholarly achievements over the preceding six years in ~~the categories of~~ teaching, academic research or ~~creative activity~~creative expression, ~~community engagement and professional~~ and university service, in accordance with the unit and ~~university~~University expectations for his or her rank in place at the time of the last promotion decision. The committee shall comment on specific strengths and/or weaknesses in performance. The review may proceed to the Chancellor at the request of the faculty member.

At any time prior to a scheduled evaluation, the dean or director of the faculty member's unit, or the campus director or president of the faculty member's community campus may initiate the post-tenure review process. In addition, a post-tenure review shall be conducted upon the request of the unit member.

Distinguished Professor Review. A department may initiate the recommendation for the appointment of a faculty member as a ~~Distinguished University~~ Professor, Distinguished Teaching Professor, Distinguished Research Professor, or Distinguished Service Professor. Such nominations consist of a letter in support of this recommendation, which may be accompanied by other letters written by faculty members and civic leaders. The letters of support should include evidence relative to the specific appointment area of teaching, research, service or all of these in the case of the rank of ~~Distinguished University~~ Professor. Nominations are directed to the nominee's ~~D~~ean or ~~D~~irector, or ~~C~~ampus ~~D~~irector or ~~P~~resident, who forwards them to the Provost with his or her recommendation. The Provost refers nominations to the University-wide Faculty Evaluation Committee for their recommendation. The Provost then forwards nominations and recommendations to the Chancellor, who will make the final decision regarding recommendation to the Board of Regents.

Professor Emeritus Review. Upon retirement, a faculty member may be nominated by peers or unit administrators for appointment to the rank of Emeritus or Emerita Professor. The nominating body will submit a dossier<sup>8</sup> that will be reviewed by peer review committees, unit administrators, the Provost and the Chancellor. The dossier shall provide evidence of the candidate's scholarly achievements across the course of his or her career ~~are~~. Reviewers determine whether the candidate has achieved a sustained record of outstanding scholarly accomplishments that has contributed to the mission, reputation, and quality of the University.

## **Evaluation Review File**

The Evaluation Review File (ERF) is the full set of materials reviewed by faculty peer review committees and academic administrators during the retention, tenure, promotion, and post-tenure ~~and emeritus~~ review process. Retention, tenure, promotion, and post-tenure review recommendations shall be based upon review of only those scholarly accomplishments in the areas of faculty responsibilities that are described and documented in the faculty member's ERF. The ERF includes:

1. The applicable unit faculty evaluation guidelines and criteria;

~~1.2.~~ 2. A Scholarly or Abbreviated Portfolio of materials submitted by the candidate (see following section);

---

<sup>8</sup> The contents of the dossier are not prescribed and are left to the discretion of the nominating body. However, the materials assembled in the dossier should provide sufficient evidence for the reviewers to determine the merit of the nomination.

- 2.3. \_\_\_\_\_ Materials submitted by other persons prior to the submission deadline (e.g., letters of support or external reviews);
- 3.4. \_\_\_\_\_ Written evaluations and recommendations from subsequent levels of review; ~~and~~
- 4.5. \_\_\_\_\_ Any rebuttal statements or other responses submitted by the faculty member; ~~and.~~
- 5.6. \_\_\_\_\_ All student evaluations for a period of up to six years prior to date of current review.

## Review Cycle

Except in the case of a mandatory review, the candidate has the responsibility of notifying the unit ~~dean~~ Dean or ~~director~~ Director, or ~~campus~~ Campus director Director or ~~president~~ President, of his or her intent to stand for promotion and/or tenure.

A candidate requesting review for tenure may use either the unit faculty evaluation criteria in effect during the candidate's first academic year of service in the tenure-track position, or the unit faculty evaluation criteria in effect the year the candidate requests consideration.

A candidate requesting review for promotion may use either the unit faculty evaluation criteria in effect during the candidate's first academic year of service at his or her current tenured or tenure-track faculty rank or after the last comprehensive post-tenure review, whichever is most recent, or the unit faculty evaluation criteria in effect the year the candidate requests consideration.

If a candidate requests or is required to undergo simultaneous consideration for tenure and promotion, the candidate must select a single set of criteria.

A candidate undergoing a mandatory comprehensive post-tenure review may use either the unit faculty evaluation criteria in effect during the candidate's first academic year of service after his or her last full review (i.e. tenure, promotion, or comprehensive post-tenure review), or the unit faculty evaluation criteria in effect the year of the required post-tenure review.

The candidate must notify the unit Dean or Director, or Campus Director or President, of his or her decision regarding the selection of evaluation criteria.

### **1. Comprehensive Retention, Promotion, Tenure, and Comprehensive Post-Tenure Reviews**

Candidates will submit their Scholarly Portfolio to the ~~office of the Dean,~~ office of the Dean, Campus Director or President's, ~~or Dean's office~~ in accordance with the calendar established by the Office of Academic Affairs.

The faculty evaluation process will then proceed as follows:

- a) ~~Campus director~~ Director or ~~president~~ President (~~for community campus faculty only~~)
- ~~a)~~b) School or unit director or department chair
- ~~b)~~c) Unit peer review committee(s) in accordance with the unit guidelines
- ~~c)~~d) Dean
- ~~d)~~e) University-wide Faculty Evaluation Committee
- ~~e)~~f) Provost
- ~~f)~~g) Chancellor (except in the case of 6-Year Post-Tenure review, which will proceed to this level of review only at the request of the faculty member)

## 2. Annual Retention Review

Candidates will submit their Abbreviated Portfolio to the office of the Dean, Campus Director or ~~President's, or Dean's office~~ in accordance with the calendar established by the Office of Academic Affairs.

The faculty evaluation process will then proceed as follows:

- a) ~~Campus director~~ Director or ~~president~~ President (~~for community campus faculty only~~);
- ~~a)~~b) School or unit director or department chair
- ~~b)~~c) Unit peer review committee(s) in accordance with the unit guidelines
- ~~c)~~d) Dean

## 3. Post-Tenure Review

Candidates will submit their Abbreviated Portfolio to the office of the Dean, Campus Director or ~~President's, or Dean's office in~~ President in accordance with the calendar established by the Office of Academic Affairs.

The faculty evaluation process will then proceed as follows:

- a) Campus ~~director~~ Director or ~~president~~ President, ~~for community campus faculty;~~ the school or college unit dean or director, Dean for all other faculty, or the respective administrator's designee. The faculty member's tenured department chair may provide a review at the request of the aforementioned administrator.

## **Promotion and Tenure Review Process for Faculty with Joint Appointments**

If a faculty member has a joint appointment with ~~50%~~ 50% effort assigned to each of two promotion- and tenure-granting academic units, then the faculty member may initiate his or her application for candidacy in either unit. The Evaluation Review File (ERF) will be made available to the tenured department chairs for their reviews, in accordance with the type of review. The file will then proceed to the peer review committee and dean in the unit in which the candidate initiated

the process. The recommendations of these unit reviews will be inserted into the file and provided to the candidate before the file proceeds to the second unit for review by the peer committee and the dean. The recommendations of the second unit's reviews will be inserted into the file and provided to the candidate before the file proceeds through the remaining levels of review.

For faculty members with a joint appointment that is more than 50% effort assigned to a single promotion- and tenure-granting academic unit, the faculty member must initiate ~~their~~ his or her application for candidacy in the unit in which they are assigned the most effort. This unit conducts the review but must include a tenured faculty member from the minority unit as a voting member on the unit peer review committee for the candidate's file. The file will then proceed to both ~~Deans~~ deans for their respective reviews and then continue through the remaining levels of review.

### **Right of Rebuttal and Appeal**

The candidate will have access to all information used in the evaluation, be notified of all peer committee meetings, and be provided copies of all findings and recommendations. Candidates have the rights of rebuttal and appeal. They shall have the opportunity to submit a written response to the findings and recommendations at each review level for consideration at the next level of review.

Candidates also have the opportunity to appeal a negative recommendation by the Campus Director or President, or Dean regarding reappointment or a negative decision by the Chancellor regarding promotion or tenure.

A faculty member may seek reconsideration of the decision of the Campus Director or President, or Dean by appealing to the Faculty Evaluation Appeals Committee. After reviewing the matter, the committee will make a recommendation to the ~~campus~~ Campus ~~director~~ Director or ~~president~~ President, or ~~dean~~ Dean. The final decision of the Campus Director or President, or Dean may be appealed to the Provost only when the decision is inconsistent with the recommendation of the Faculty Evaluation Appeals Committee.

A faculty member denied promotion or tenure may seek reconsideration of the decision by appealing to the Faculty Evaluation Appeals Committee. After reviewing the matter, the committee will make a recommendation to the Chancellor. The Chancellor's final decision may be appealed to the President only in cases of denial of tenure or denial of promotion to professor and when the Chancellor's final decision is inconsistent with the recommendation of the Faculty Evaluation Appeals Committee.

## Scholarly and Abbreviated Portfolios<sup>9</sup>

Candidates need to provide accurate, thorough, and clear documentation of achievements for review at the departmental, college, and university levels. The portfolio is the portion of the Evaluation Review File (ERF) developed by the candidate which provides this documentation. Faculty members who are candidates for comprehensive retention, tenure, promotion, or comprehensive post-tenure review shall prepare a complete *Scholarly Portfolio* that describes and documents their scholarly achievements in each of the three components of faculty responsibilities, teaching, academic research or creative expression, and ~~community engagement~~professional and university service, appropriate to their position and appointment. Faculty members scheduled for annual retention or post-tenure review shall prepare an *Abbreviated Portfolio*.

Reviewers at any level of the review process may verify evidence in the portfolio. If reviewers find a discrepancy in the portfolio, this will be documented in the recommendation.

Reviewers at any level of the review process may request from the candidate, in a timely manner consistent with the timeline of the review cycle, additional evidence or documentation related to scholarly accomplishments documented in the Scholarly or Abbreviated Portfolio. Any additional evidence or documentation provided by the candidate in response to such a request will remain as part of the ERF as it continues through the process. The reviewer request and candidate response will be included in the committee's or reviewer's report of findings and recommendations.

The candidate may submit additional evidence or documentation that was not available at the time of submission if it is related to scholarly accomplishments previously included and documented in the Scholarly or Abbreviated Portfolio. Reviewers have full discretion as to whether to consider these materials in their deliberation and decision process.

Portfolios should be submitted ~~on CD, DVD, or other portable media~~in digital or electronic format.

### a. Scholarly Portfolio

The Scholarly Portfolio showcases a faculty member's scholarly achievements and provides evidence supporting ~~the faculty member's~~ scholarly accomplishments in the responsibilities of teaching, academic research or ~~creative activity~~creative expression, and ~~community engagement~~professional and university service. The portfolio makes faculty work visible by

---

<sup>9</sup> The concept and description of the Scholarly Portfolio and its development has been adopted with significant modifications from the Retention, Tenure and Promotion Guidelines of the California State University-Monterey Bay.

creating a coherent narrative for ~~assessing,~~ reflecting upon, ~~and~~ documenting, and assessing one's scholarly achievements in each of these areas. However, in evaluating a faculty member's scholarly achievements, it is more important to focus on the criteria of quality and significance than on categorizing the work or achievement.

~~Tenure track faculty scheduled for~~Candidates undergoing comprehensive retention, tenure, ~~or~~ promotion or comprehensive post-tenure review, ~~and tenured faculty scheduled for~~ comprehensive post-tenure review shall prepare a Scholarly Portfolio that highlights a selective sample of the ~~candidate's~~ their scholarly work, with narrative sections that provide context and continuity for the selected materials. The portfolio has three sections and shall include:

1. A Table of Contents of portfolio sections and all supporting documentation in each section;

2. Section I: Introductory materials, including:

a. Initial Letter of Appointment, if necessary for documenting prior years of service;

~~a.~~b. Curriculum Vitae;

~~b.~~c. Verification of certificates, licenses and degrees;

~~c.~~d. Faculty Scholarly Agenda(s) relevant to the period under review;

~~d.~~e. Annual Workload Agreements for the period under review, signed by the candidate and the appropriate designated administrators;

~~e.~~f. Annual Activity Reports for the period under review, signed by the candidate and the appropriate designated administrators; and

~~f.~~g. Copies of findings and recommendations from the most recent annual retention, comprehensive retention, tenure, promotion or post-tenure review(s), whichever are applicable.

3. Section II: An Integrative Narrative; and

4. Section III: Portfolio sections that describe and document ~~high-quality~~high-quality and significant scholarly achievements in each of the relevant areas of responsibility of teaching, academic research or ~~creative activity~~creative expression, ~~community engagement~~and professional and university service.

a. Within the teaching section of the portfolio, candidates are required to include:

i. all student evaluations from the previous six years (or for all years of service if candidate has been in faculty rank less than 6 years), and;

~~i.~~ii. a selected example of syllabi from each of the courses he or she has taught. In the case of community campus faculty, or others, who have taught more than eight (8) different and separate courses during the review period, selected

representational examples should be included to reflect the scope of content and/or disciplinary areas.

- b. Documentation should be limited to the period under review, which includes the years since the candidate was hired in a tenure-track position at UAA, or since the last comprehensive retention, tenure, promotion, or comprehensive post-tenure review.
- c. If the candidate was hired with any number of years credited towards tenure or promotion, documentation should be included from those years as well.

**b. Abbreviated Portfolio**

Tenure-track faculty scheduled for annual retention and tenured faculty scheduled for post-tenure review shall prepare an Abbreviated Portfolio. The Abbreviated Portfolio shall contain:

1. Curriculum Vitae;
2. Faculty Scholarly Agenda relevant to the period under review;
3. Self-appraisal;
4. Annual Faculty Workload(s) for the past year or since last review, whichever is applicable signed by the candidate and the appropriate designated administrators;
5. Annual Activity Report(s) for the past year or since last review, whichever is applicable, signed by the candidate and the appropriate designated administrators;
6. Copies of the findings and recommendations from the most recent retention, tenure, promotion, or post-tenure review when applicable; and
7. Optional selected documentation to support the self-appraisal.

Candidates may wish to review these guidelines before preparing their portfolio sections. In addition, prior to their first review, candidates shall attend a training session, offered annually, on how to document their ~~scholarship~~scholarly work, and how reviewers evaluate the diverse kinds of ~~scholarship~~evidence being presented. Candidates are also required to attend a training session prior to subsequent reviews if there have been substantial changes to the faculty evaluation policies and procedures.

**c. Descriptions of Scholarly Portfolio Elements**

***Table of Contents and Introductory Materials***

The first section of the Scholarly Portfolio shall include a Table of Contents of all materials in the portfolio, followed by introductory documents (see previous description) that provide the context for the subsequent descriptions and ~~documented~~ evidence of scholarly achievements.

***Integrative Narrative***

The Scholarly Portfolio shall include an Integrative Narrative, of no more than five pages, that synthesizes and interconnects the candidate's scholarly achievements within the context of her or his professional goals and aspirations as outlined in the relevant scholarly agenda(s), and the actual designated responsibilities outlined in the relevant workloads for the period under review. Furthermore, the Integrative Narrative should draw together the sections of the portfolio and tie the faculty member's scholarship and scholarly achievements during this period to the department/Department, unit/Unit, and University mission and goals. The candidate should discuss achievements outside of the period of review only for the explicit purpose of demonstrating consistency of performance. Such discussion should be brief. The narrative should emphasize collaborative, interdisciplinary, engaged or integrative activities when these have been a part of the faculty member's scholarship. It shall also provide an opportunity to reflect on one's professional growth, and development and accomplishments in accordance with unit and university/University criteria for of high-quality and significant scholarly work \* for tenure and promotion, as well as the criteria of the appropriate faculty rank that is the focus of the review.

### ***Portfolio Sections***

The Scholarly Portfolio shall include sections describing and documenting selected scholarly achievements in each of the areas of faculty responsibilities of teaching, academic research or creative activity/creative expression, and community engagement/professional and university service, as appropriate to the candidate's position and appointment/position, appointment, and workloads during the period under review. A candidate whose workload agreements during the review period did not include one of the areas of faculty responsibilities (teaching, academic research or creative expression, or service) may nevertheless include a section with documentation regarding scholarly achievements in that area.

At the beginning of each section, candidates are to include a reflective summary statement of no more than three pages relating the described scholarly achievements to the documentation included in that section. The reflective summary should also include a description of how scholarly work will be built upon or further developed. The reflective summary statements may complement or provide a level of detail to further support, but not substitute for, the Integrative Narrative.

Evidence shall consist of carefully selected examples of the candidate's most accomplished scholarly work, not an exhaustive compilation of materials. Nevertheless, the selections must be sufficient to make it possible to document a consistent pattern of quality scholarly achievement over time. Documentation within each of the portfolio sections shall focus on the quality and significance of the scholarly activity\* using an appropriate combination of narrative and illustrative materials. It shall focus on documenting the scholarly activities and accomplishments of the individual faculty member rather than on documenting the generalized results of a project or a program. Similarly, in documenting collaborative scholarly work, the faculty member shall

focus on his or her personal role and contributions to the collaborative process and outcomes. Candidates are encouraged to highlight scholarly activities which represent integrative, interdisciplinary, collaborative, or engaged work, as well as those activities that make significant contributions to the attainment of department, unit/campus, or ~~university~~University missions or goals.

(\* Refer to section IV. *Evaluation of Faculty for Retention, Promotion, Tenure, and Post-Tenure Review* for the definition of quality and significance of scholarship.)

#### **d. Descriptions of Abbreviated Portfolio Elements**

##### ***Self-Appraisal***

The Abbreviated Portfolio shall include a self-appraisal, of no more than three pages, that synthesizes the candidate's scholarly achievements and contributions in each area of responsibility, in accordance with their workload agreements during the period of review. ~~and that summarizes~~ The self-appraisal shall also summarize progress toward tenure or promotion, where applicable, as well as progress in any areas identified from previous recommendations as needing improvement.

##### ***Optional Selected Documentation***

The faculty member may, at ~~their~~his or her discretion, opt to include selected evidence to support ~~their~~the self-appraisal. Selected documentation should be kept to a minimum and focus on providing supporting evidence of scholarly accomplishments only in those cases where the curriculum vitae and/or the Annual Activity Reports cannot fully reflect the quality or significance of the scholarly work.

#### **Relationship of Unit Documents to University-wide Guidelines**

The primary responsibility for faculty evaluation decisions ~~concerning~~related to the hiring, retention, tenure, and promotion of faculty members resides in the unit. Therefore, each unit is expected to:

- Establish comprehensive unit-specific evaluation guidelines and procedures for all facets of the faculty evaluation process, including hiring; annual ~~retention;~~and comprehensive retention; and promotion, tenure, post-tenure, distinguished and emeritus reviews. Unit guidelines may authorize the development of department and division-level guidelines to ensure the inclusion of ~~professional, craft, and academic~~disciplinary, craft, or professional perspectives.
- Establish unit policies and procedures that ensure the inclusion of community campus faculty representation on peer review committees generally, and for the specific cases

where unit committees will be reviewing the file of a community campus faculty member ~~assigned to the unit.~~

- Establish policies and procedures for ensuring that all faculty, department chairs, and administrators who serve as reviewers have received the required mandatory reviewer training in accordance with these guidelines (see section VII. Roles and Responsibilities of Reviewers).
- Establish policies and procedures for the hiring and appointment of new faculty, including the development of position descriptions and the allocation of effort and responsibilities within the workload agreement. These policies and procedures must conform to University guidelines, Board of Regent's policies, and other relevant governance and regulatory policies and guidelines.
- Ensure that the unit faculty evaluation guidelines conform to the University guidelines with special regard to the mission of the University and its regulatory documents; the definition of scholarship; the focus on community engagement in its variety of forms; the responsibilities of faculty; ~~the~~ criteria for assessing the quality and significance of scholarship; and the standard procedures for faculty evaluation. ~~Use~~ The unit must use the University-wide ~~components identified for the responsibilities of aspects of teaching, categories of~~ academic research and creative ~~activity, expression~~ and ~~the categories of community engagement professional~~ and university service as the basis for developing the range of ~~possibilities for~~ faculty scholarly work appropriate to the profession, craft, or discipline and unique mission of the unit.
- ~~Develop profiles establishing unit expectations for faculty performance at each rank, including Emeritus, and for post-tenure review in the areas of faculty responsibilities of teaching, academic research and creative expression, and ~~community engagement professional~~ and university service, with expectations of continuous growth and productivity reflected in the profiles. This ~~should~~ must include specific profiles for community campus faculty members, when they are reviewed by the unit. Faculty from the community campuses must be substantively involved in the development of the faculty profiles within the unit, and shall lead the development of the profiles specific to their work, as well as descriptions of Defined Service if the unit has or anticipates having members with these assumed responsibilities.~~
- Provide specific examples of acceptable evidence and forms of documentation for each area of faculty responsibilities.
- Submit unit guidelines and procedures to the University-wide Faculty Evaluation Committee and Provost for review and approval.

### **Relationship of Departmental Documents to Unit Documents**

With unit authorization, a department may develop department-specific guidelines. These guidelines may include procedures for departmental peer review if the department has a

sufficient number of faculty members to conduct such reviews in a fair, rigorous, and on-going manner. If a department opts to establish departmental review, ~~then the~~ resulting guidelines for faculty evaluation must be in accordance with and ~~subordinate-aligned~~ to unit ~~documents~~ and ~~university~~ University-wide guidelines. The department will be expected to establish comprehensive department-specific evaluation profiles and guidelines that parallel those of the unit with respect to outlining the scope and range of faculty scholarly work; ~~establishing~~ ing profiles of expectations for rank; ~~and delineating~~ delineate acceptable forms of evidence and documentation appropriate to the profession, craft, or discipline.

All departmental guidelines must be approved by the authorizing unit, the University-wide Faculty Evaluation committee and the Provost. Such approval through the faculty evaluation system supports the continuity of and adherence to the departmental guidelines by subsequent levels of review over time.

## VII. ~~FACULTY~~ SCHOLARLY AGENDA AND ANNUAL WORKLOADS

### Introduction

Two key documents serve to guide and support the faculty member's career development: a) the ~~Faculty~~ Scholarly Agenda; and b) the Annual Workload. While these two documents are complementary, they are distinct. Together, they strive to balance and guide the complex and necessary interplay between the individual faculty member's scholarly and professional goals and pursuits and the needs, goals, and mission of the University.

### ~~Faculty~~ Scholarly Agenda

Upon initial appointment and at regular intervals, each tenure-track faculty member shall develop a ~~scholarly~~ Scholarly agenda-Agenda that sets forth his or her vision and aspirations for scholarly work during a given three- to five-year period. A ~~scholarly~~ Scholarly agenda-Sgenda should provide the faculty member with a guiding framework from which to continuously chart his or her career, and give explicit voice to these aspirations when negotiating and establishing workloads within the unit. The ~~scholarly~~ Scholarly agenda-Agenda should engage the faculty member in examining the following considerations:

- What are the current intellectual, creative, craft, or professional practice questions, issues or problems with which I am currently engaged or want to be engaged?
- What are my long-term goals for making contributions to these questions, issues or problems through my teaching, academic research or ~~creative activity~~ creative expression, professional or craft practice, or community engagement, and professional and university service?

- What are my general responsibilities as a faculty member and what relative emphases should I place upon teaching, academic research, creative expression, professional or craft practice, community engagement, and professional and/or university service?
- How do these scholarly activities relate to and enhance ~~the~~ departmental and unit missions and programmatic goals, and the larger University mission?

The resulting agenda should reflect the unique strengths, talents, and expertise of the individual faculty member and her or his professional development goals and needs. While the agenda establishes a guiding framework for a three- to five-year period, it should remain flexible and open to change in response to unanticipated opportunities and needs of both the individual and the institution.

Faculty are encouraged to refer to prior reviews and recommendations to identify strengths that should be recognized and advanced, and areas that may benefit from more focused experiences, mentoring or professional development. Once the faculty member has written the scholarly agenda, it is shared and discussed with ~~the his or her~~ Department Chair, Campus Director or President, or Dean, or the respective administrator's designee, as part of the planning process for establishing the Annual Workload.

Departments and units generally are more effective at accomplishing their wide-ranging missions when they encourage diverse scholarly agendas across the membership of the faculty. Therefore, ~~units and departments should encourage~~ faculty interaction and dialogue should be encouraged so that individual faculty may draw on the shared expertise of departmental or unit peers in the development and refining of scholarly agendas. This joint career development process promotes both individual and ~~departmental~~ institutional development, and contributes to the intellectual, academic, professional, craft, and creative climate of the department, the unit, the campuses, and the University.

~~To ensure the process strikes a balance between the individual member's academic freedom and the unit's operational requirements, it must:~~

- ~~recognize the individual's career development needs,~~
- ~~respect the diversity of individual faculty interests and talents, and~~
- ~~advance the unit mission and programmatic goals.~~
- 

Primarily, the ~~scholarly~~ Scholarly agenda ~~Agenda~~ is developmental, not evaluative. ~~An~~ In the faculty evaluation and review process, an individual's contributions to scholarship should be evaluated in the context of the quality and significance of the work presented for evaluation.

While ~~the scholarly agenda it~~ is included in the ~~Faculty~~ Evaluation Review File (ERF), it is included to provide insight into and context for the individual member's goals, intellectual interests and connections to departmental and ~~university~~ University missions and needs.

However, the ~~scholarly~~ Scholarly agenda ~~Agenda will shall~~ not be considered, nor be construed, as establishing an evidentiary base for evaluation purposes.

## Annual Workload

Based on the individual faculty member's ~~scholarly~~ Scholarly agenda ~~Agenda~~ and the resulting unit planning process, individual faculty members shall ~~consult~~ confer with the department chair, campus director or President, or designated administrator in order to prepare the proposed Annual Workload. To ensure this workload development process strikes a balance between the individual member's academic freedom and professional aspirations, and the unit's operational requirements, it must:

- a. recognize the individual's career development needs,
- b. respect the diversity of individual faculty interests and talents, and
- c. advance the unit mission and programmatic goals.

The resulting workload should provide the faculty member with the opportunity to meet the established ~~university~~ University and unit criteria for retention, promotion, tenure, and post-tenure review.

The written and signed Annual Workload serves as the contractual agreement outlining the faculty member's specific teaching, academic research or creative expression, and ~~community engagement and~~ professional and university service activities expected for the specified time period.

## VII. ROLES AND RESPONSIBILITIES OF REVIEWERS AND CANDIDATES

### Introduction

A robust faculty evaluation and review process should be conducted in a manner consistent with the application of sound professional judgment within a context of clear policies and delineated criteria of quality and merit. In this way, the process is more likely to result in a shared sense of validity, fairness, and trust with respect to both the process and the outcomes. To this end, all participants, members of ~~Faculty evaluation~~ peer review committees, ~~and~~ academic administrators, and candidates have designated roles and responsibilities.

It is the responsibility of the members of the peer review committees and administrators to: adhere to the policies and guidelines for conducting the review; carefully review and evaluate each candidate's file using the appropriate unit and University criteria of quality and merit; and make recommendations regarding retention, tenure, promotion, and post-tenure review before the recommendation is reviewed and a decision made by the Chancellor.

The candidate under review has the responsibility to adhere to the policies and guidelines, including notifying administration of intent (except for mandatory reviews), and developing and submitting either a Scholarly or Abbreviated Portfolio, as appropriate to the type for review.

## Election and Composition of Peer Review Committees

### a. Eligibility

All department, unit and ~~university~~University faculty evaluation committees, and the Faculty Evaluation Appeals Committee shall be composed of tenured faculty members. Those not eligible to serve include:

- A faculty member who is on an approved leave of absence or sabbatical;
- A faculty member who has been elected to serve, or is currently serving, on a peer review committee at a preceding or subsequent level of review;
- Tenured faculty who are under consideration for promotion;
- A faculty member who has an administrative workload ~~of fifty percent or more~~of more than 50%.

On all department, unit, and ~~university~~University faculty committees, only those faculty members who are at or above the rank to which the candidate seeks promotion may vote on the candidate's file.

On all faculty evaluation committees, only faculty members who have completed the required reviewer training within the last four years, or more recently if there has been a subsequent change in the policies and guidelines are eligible to serve. Any faculty member elected or appointed to a committee who has not completed the training must do so before being seated and commencing any committee activities (see section below).

### b. University-wide Faculty Evaluation Committee

The guidelines establishing the selection process and composition of the University-wide Faculty Evaluation Committee (UFEC) shall be determined by the UAA Faculty Senate, subject to the approval of the UAA Chancellor. The process for establishing and revising the guidelines must provide for consultation and approval by the faculty assembly of Prince William Sound Community College.

The University-wide Faculty Evaluation Committee has the following responsibilities:

- Review and recommend policies on appointment, reappointment, tenure, promotion, and termination of faculty;
- Review department, division, and unit evaluation policies, procedures, and criteria for consistency with the University policies outlined herein, and make recommendations regarding revisions, and approval/non-approval to the Provost. ~~for any needed changes.~~

- Review the recommendations of the previous levels of review to examine their consistency in applying unit and University guidelines and policies;
- Provide a ~~university~~University-wide, institutional-level perspective in the evaluation of faculty under review and make recommendations to the Provost in the evaluation of faculty members who are candidates for promotion and/or tenure, for those faculty undergoing a comprehensive retention or comprehensive post-tenure review, or for faculty who have been nominated for Distinguished or Emeritus/Emerita Professor appointments.

c. Faculty Evaluation Appeal Committee

The Faculty Senate shall also establish a Faculty Evaluation Appeals Committee, and determine the selection process and membership composition, subject to the approval of the UAA Chancellor. The Faculty Evaluation Appeals Committee will operate in accordance with all relevant UA and UAA policies and regulations, and CBAs.-

### **Ethical Standards for Reviewers**

All persons serving as reviewers, including faculty members, department chairs, and administrators, are expected to conduct themselves according to the ethical standards and guidelines of the University, as outlined in this and other pertinent policy documents. As faculty evaluation is a key facet in personnel decision-making, the process must be conducted with due diligence to maintain the confidentiality of the candidate and the committees' deliberations.

Reviewers may not move, remove, or copy any portion of the Evaluation Review File (ERF), including all material submitted by the candidate in the Scholarly or Abbreviated Portfolio.

Reviewers must disclose to the committee any potential for conflict of interest in a particular case. Committee members must use due diligence in considering whether recusal is warranted. Conflict of interest disclosures and committee decisions regarding recusal must be included in the committee report of findings and recommendations.

### **Ethical Standards for Candidates**

All candidates standing for promotion and/or tenure, retention reviews, and post-tenure reviews are expected to conduct themselves according to the ethical standards and guidelines of the University, as outlined in this and other pertinent policy documents. The faculty evaluation process is a vital component in personnel decisions. Therefore, candidates must ensure that the materials and documents they submit as evidence are factually accurate and fairly represent the scope and outcomes of their faculty work for the period under review.

## Mandatory Training of All Reviewers

All persons serving as reviewers, including faculty members, department chairs, and unit administrators, shall attend a training session prior to the first time they serve on any faculty evaluation committee or review faculty files, or if four years or more have passed since the last time they attended training. All reviewers must also attend a training session if there have been substantive changes in policy since their last training. The purpose of the training is to ensure consistent, rigorous, and fair application of ~~university-wide~~unit and University faculty evaluation guidelines across the University, with emphasis on how candidates document their scholarship, and how reviewers evaluate the diverse kinds of evidence of ~~scholarship~~scholarly work being presented. The training shall be conducted each fall, and will be coordinated by Academic Affairs ~~and CAFE, in conjunction with representatives from and~~ the Senate ~~Faculty Evaluation~~Professional Development Committee, and will include representatives from United Academics and UA Federation of Teachers.

## Continuous Renewal

To ensure the continuous renewal and enhancement of the faculty evaluation processes within the ~~university~~University, each level of review will provide copies of their findings and recommendations to the levels of review that ~~proceed~~preceded them in the ~~respective~~ review process. This will assist each level of review in enhancing its processes, ~~use examining and~~ considering of evidence, and ~~ability to~~ rigorously, fairly, and consistently ~~app~~applying unit and ~~university~~University criteria for quality and significance of scholarly work.

The entirety of these guidelines shall be reviewed in four years from their effective date to determine effectiveness. Subsequent review and consideration for revision will be made on a regular basis every six years.