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2 University of Alaska Anchorage  
3 Faculty Evaluation Guidelines  
4

5 Recommendations from the Task Force on the Evaluation of Faculty Work  
6 For Promotion, Tenure, Post-Tenure Review, and Hiring  
7

8 January 12, 2011<sup>1</sup>  
9  
10  
11

12 Faculty reviews will be conducted according to Chapter 3 of the Faculty Handbook until the  
13 new Faculty Evaluation Guidelines are approved by the Provost.  
14

15 Upon final approval by the Provost, the process outlined in section *VI. Evaluation Process*  
16 *and Review Cycle* of the new Faculty Evaluation Guidelines is to be used for all faculty  
17 reviews. The criteria outlined in section *IV. Evaluation of Faculty for Retention, Tenure,*  
18 *Promotion, and Post-Tenure Review* and section *V. Academic Rank, Appointment and Tenure*  
19 will be phased in, as outlined below, to achieve full implementation by AY 2014-15.  
20

21 **Upon final approval by the Provost, units will be asked to review and, if needed, revise their**  
22 **guidelines to ensure they conform to the new Faculty Evaluation Guidelines and to submit**  
23 **the unit guidelines to the University-wide Faculty Evaluation Committee and Provost for**  
24 **review and approval.**  
25

26 The criteria in the new Faculty Evaluation Guidelines will become effective for an individual  
27 faculty member in the first academic year of service after the completion of their next major  
28 review. For the purposes of this transition, major reviews are defined as promotion, tenure,  
29 and comprehensive post-tenure review. Additionally, for those faculty members who have  
30 not previously been required to undergo a comprehensive post-tenure review, their next  
31 post-tenure review will be considered a major review.  
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<sup>1</sup> The January 12, 2011 version corrected typographical and added line numbers to the March 2010 Version. This document includes suggested edits per the Provost's January 25, 2011 draft. Edits are shown in red text.

34	<b>Table of Contents</b>	
35	I. PURPOSE .....	4
36	II. PRINCIPLES .....	4
37	III. FACULTY ROLES AND RESPONSIBILITIES.....	6
38	Overview of Faculty Responsibilities .....	6
39	The Centrality of Scholarship to Faculty Responsibilities .....	7
40	The Focus on Community Engagement.....	8
41	The Scholarly Agenda.....	9
42	IV. EVALUATION OF FACULTY FOR RETENTION, TENURE, PROMOTION, & POST-	
43	TENURE REVIEW .....	10
44	Evaluation of Faculty Scholarship .....	10
45	a. Teaching and Learning.....	12
46	b. Academic Research and Creative Expression .....	13
47	c. Service.....	15
48	Compensated Outside Activities.....	17
49	Quality and Significance of Scholarship.....	18
50	V. ACADEMIC RANK, APPOINTMENT AND TENURE .....	20
51	Introduction.....	20
52	Definitions of Academic Ranks and Appointments.....	20
53	Definition of Tenure .....	22
54	Consideration of Time in Rank for Mandatory Tenure Review .....	22
55	Denial of Tenure .....	23
56	VI. EVALUATION PROCESS AND REVIEW CYCLE.....	24
57	Introduction.....	24
58	Types of Evaluation .....	24
59	Evaluation Review File.....	26
60	Review Cycle .....	27
61	a. Comprehensive Retention, Promotion, Tenure, and Comprehensive Post-Tenure	
62	Reviews.....	27
63	b. Annual Retention Review.....	28
64	c. Post-Tenure Review .....	28
65	Promotion and Tenure Review Process for Faculty with Joint Appointments.....	28
66	Right of Rebuttal and Appeal .....	29
67	Scholarly and Abbreviated Portfolios.....	29
68	a. Scholarly Portfolio .....	30

69	b.	Abbreviated Portfolio .....	31
70	c.	Descriptions of Scholarly Portfolio Elements .....	32
71	d.	Descriptions of Abbreviated Portfolio Elements .....	33
72		Relationship of Unit Documents to University-wide Guidelines .....	34
73		Relationship of Departmental Documents to Unit Documents .....	35
74		VII. SCHOLARLY AGENDA AND ANNUAL WORKLOADS .....	35
75		Introduction .....	35
76		Scholarly Agenda .....	36
77		Annual Workload .....	37
78		VIII. ROLES AND RESPONSIBILITIES OF REVIEWERS AND CANDIDATES .....	38
79		Introduction .....	38
80		Election and Composition of Peer Review Committees .....	38
81		Ethical Standards for Reviewers .....	39
82		Ethical Standards for Candidates .....	40
83		Mandatory Training of All Reviewers .....	40
84		Continuous Renewal .....	40
85			
86			

87 **POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY FOR**  
88 **TENURE, PROMOTION, POST-TENURE REVIEW AND HIRING**  
89

90 **I. PURPOSE**

91 The mission of the University of Alaska Anchorage (UAA) is to discover and disseminate  
92 knowledge through teaching, research, engagement, and creative expression. As faculty, we value  
93 the role of university scholarship in service to society, and are committed to engaging in and  
94 producing high-quality scholarly work. Together, the faculty and administration aspire to be a  
95 university of distinction, recognized for excellence in teaching and learning centered on  
96 professional and craft practice, academic research, and creative expression. In achieving our  
97 mission, UAA places greatest emphasis on a set of core values:<sup>2</sup>

- 98
- 99 • Academic freedom and diversity
- 100 • Affordable access and high quality
- 101 • Student success and community engagement
- 102 • Innovation and creativity
- 103 • Cooperation and collaboration
- 104 • Sustainability and stewardship
- 105 • Integrity and accountability
- 106 • Effectiveness and efficiency
- 107

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

111

112 **II. PRINCIPLES**

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

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<sup>2</sup> These values come from UAA's strategic plan, *UAA 2017*,  
[http://www.uaa.alaska.edu/strategicplan/upload/StrategicPlan\\_12pg.pdf](http://www.uaa.alaska.edu/strategicplan/upload/StrategicPlan_12pg.pdf), p. 3

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

122 Units and their constituent departments have the responsibility to establish comprehensive unit-  
123 specific evaluation guidelines and procedures **that conform to the University guidelines and** that  
124 are reflective of their diverse academic, disciplinary, craft, and professional fields.<sup>3</sup> In this way,  
125 the system has been developed to recognize and honor the inherent diversity of faculty work,  
126 with the goal of supporting and encouraging faculty to bring together their unique talents into a  
127 cohesive and integrated scholarly practice. Furthermore, the system recognizes and supports  
128 differential emphases and interests over the course of a faculty member’s career

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

136  
137 The examination and evaluation of faculty work must be done within the context of the explicit  
138 goals of the institution, as embodied in the mission and strategic plan. The most valuable  
139 resource the University has for enacting its mission is the time, talent, and expertise of the  
140 faculty. An evaluation system aligned with the mission provides faculty with a clear set of  
141 expectations around which they may focus their work and continue their professional  
142 development and achievement. In this way, a faculty member may pursue an individualized  
143 professional pathway based on his or her unique talents while contributing to the collective  
144 achievement of the institutional mission.

145  
146 The evaluation of faculty members for hiring, retention, tenure, promotion, and post-tenure  
147 review should also occur in the context of: established criteria for high-quality work; clearly  
148 communicated expectations and responsibilities set forth in a faculty member’s initial  
149 appointment letter approved by the department chair, dean, campus director or other designated  
150 administrator; subsequent modifications made for annual workload agreements; the results of  
151 periodic reviews or previous promotion or tenure decisions; and the priorities of the department,  
152 unit, college, campus, and University.

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<sup>3</sup> **A more detailed discussion of the relationship of the FEGs and unit guidelines can be found on page 31.**

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

157

158

### 159 **III. FACULTY ROLES AND RESPONSIBILITIES**

160

#### 161 **Overview of Faculty Responsibilities**

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

168 Faculty have a responsibility to their students, their discipline, craft or professional field, the  
169 University and communities to strive for exemplary intellectual, ethical, aesthetic, and creative  
170 achievement. Such achievements are the defining qualifications for appointment, tenure, and  
171 promotion in the academic ranks. Individuals appointed to the faculty are expected to possess the  
172 intellectual and professional integrity associated with the exercise of academic freedom and  
173 shared governance; to show respect for the opinions of others; to maintain accepted standards of  
174 civility and professionalism; to cooperate effectively with others; and to consider the welfare of  
175 the total institution.<sup>4</sup>

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

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<sup>4</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>

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

189

### 190 **The Centrality of Scholarship to Faculty Responsibilities<sup>5</sup>**

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

196 Scholarship may be derived from, and manifested in teaching, academic research, creative  
197 expression, professional and craft practice, and service. Scholarship takes a number of forms,  
198 including:

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

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<sup>5</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.

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

218 Scholarship traditionally has implied that one has a solid foundation in the academic, craft, or  
219 professional field addressed and is current with developments in that field. The expanded and  
220 more inclusive definition takes into account that significant advances often accrue when a faculty  
221 member extends his or her scope of creative intellectual work to engage in collaborative,  
222 multidisciplinary or interdisciplinary inquiry and scholarly activities.

### 223 **The Focus on Community Engagement<sup>6</sup>**

224 UAA has been nationally recognized for community engagement, receiving the Carnegie  
225 classification of “Community Engaged University in Curricular Engagement and Outreach &  
226 Partnerships.” In alignment with the Carnegie classification, UAA describes **community**  
227 **engagement** as collaborations between institutions of higher education and individuals,  
228 organizations, and institutions in their larger communities (local, regional, state, national, global)  
229 for the mutually beneficial exchange of knowledge and resources in a context of partnership and  
230 reciprocity. The range of local, regional, state, national, and global communities with which  
231 faculty might engage are vast and broad. A community may be defined by: shared academic,  
232 aesthetic, craft, or professional interests; political, social or geographic contexts; or a variety of  
233 other shared interests and concerns around which communities form, develop, and participate  
234 together.

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

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<sup>6</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.

244 UAA highly values and encourages quality community engagement as part of faculty roles and  
245 responsibilities. For those faculty members who choose to undertake community engaged  
246 scholarship through their teaching, service, academic research or creative expression, it should  
247 constitute a vital component of faculty evaluation considerations.<sup>7</sup>  
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### 254 **The Scholarly Agenda<sup>8</sup>**

255

256 A scholarly agenda is a faculty member’s proposed program of scholarly work, outlining his or  
257 her professional and discipline-based foci, goals, and proposed contributions to scholarship over  
258 a three- to five-year period. In this way, the agenda serves as the foundation for establishing and  
259 maintaining a productive and meaningful career. As each faculty member is primarily  
260 responsible for planning and guiding his or her own career, the development and enactment of a  
261 scholarly agenda is an essential and on-going responsibility for all faculty members.  
262

263

264 Establishing a scholarly agenda provides a faculty member the opportunity to identify and define  
265 his or her professional goals and focus of scholarly efforts within the framework of departmental,  
266 unit, and University goals and mission. It is not designed to limit or inhibit a faculty member’s  
267 academic freedom nor constrain his or her scholarship. Rather, it allows the faculty member to  
268 articulate how to direct and develop his or her unique array of talents and expertise. The  
269 scholarly agenda, therefore, should be specific regarding aspirations, goals, priorities, and  
270 scholarly activities, but not a list of tasks or expected outcomes. Over the course of one’s  
271 academic career, one’s scholarly interests, priorities, and relative areas of emphasis evolve and  
272 change. For this reason, it is expected that faculty members will revisit and revise their scholarly  
273 agenda every three to five years.<sup>9</sup>

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<sup>7</sup> Community engagement receives special emphasis in these guidelines because it is a relatively new concept in describing faculty work and thus needs additional explanation. The special emphasis is not meant to imply that community engagement is more or less important than more traditional types of faculty work.

<sup>8</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.

<sup>9</sup> More details about the content and use of the scholarly agenda are provided in Section VII.

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

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

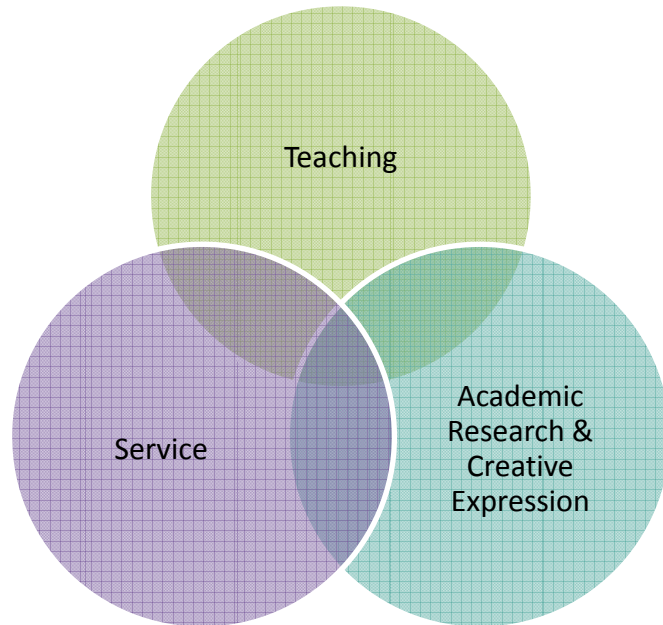
285    Those making retention, tenure, and promotion recommendations have an obligation of  
286    stewardship to students, consumers of academic research and creative expression, the existing  
287    community of scholars, craft and professional practitioners, and the community at-large, to  
288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

293    **Evaluation of Faculty Scholarship**

294    The various forms of scholarship—discovery, integration, application, engagement, and  
295    transformation/interpretation— result in a variety of scholarly activities and accomplishments  
296    **demonstrated by evidence**, which may arise from or be manifested in one’s teaching, academic  
297    research and creative expression, and service. The forms of scholarship do not necessarily  
298    correspond directly or uniquely to any particular one of the three components of faculty  
299    responsibilities. However, the division of faculty work responsibilities into three distinct  
300    components of teaching, academic research and creative expression, and service can serve to  
301    clarify the complexity of faculty scholarship and provide a framework for organizing and  
302    assessing scholarly work and accomplishments within the evaluation process.

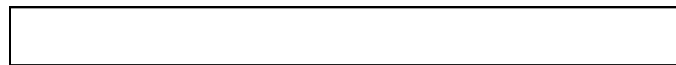
303    Nevertheless, it is important to keep in mind that such classification is not always distinct, as  
304    some scholarly work may be integrative and contribute to multiple components (see figure  
305    below). For example, a faculty member may develop a novel approach to an instructional  
306    strategy or a set of curriculum materials in response to an identified student learning need within  
307    the discipline, and subsequently publish an article in an academic journal about the work and its  
308    impact on student learning and course outcomes. The resulting instructional strategy and  
309    curriculum materials may be categorized as an aspect of teaching, while the article is a

310 dissemination product that can be categorized under academic research and creative expression.  
311 What is critical to distinguish here is that the process of scholarly work may arise mainly from  
312 one of the components, while producing a variety of distinct outcomes and products that may  
313 contribute to the scholarly accomplishments in another component of faculty responsibilities.<sup>10</sup>  
314 Moreover, as a faculty member develops professionally it is likely that the components of faculty  
315 responsibilities in which he or she is involved will increasingly serve to inform and mutually  
316 reinforce each other.



317

318



319 Because of the nature of scholarship, with its multiple forms and potential for integration, it is  
320 expected that throughout their careers faculty members will commit varying amounts of time,  
321 make unique contributions, and achieve a variety of outcomes within and across the components  
322 of faculty work, in accordance with their rank, position description, and assigned duties and  
323 workloads.<sup>11</sup>

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<sup>10</sup> An activity undertaken by a faculty member in one portion of their workload may produce outcomes in other areas of that faculty member's workload. The evaluation of a faculty member's work is based on the resulting evidence (products, artifacts, and creative works). The faculty member and reviewers should use the nature of the outcome and the resulting products to differentiate among teaching, research, and service where needed.

<sup>11</sup> It is important to distinguish between what is commonly referred to as "scholarly teaching" and the "scholarship of teaching and learning" when describing and reviewing faculty work. Scholarly teaching means having a good understanding of the discipline and applying pedagogical techniques of demonstrated effectiveness to advance students' understanding of that discipline. Scholarly teaching would be demonstrated in the aspects outlined in the section on Teaching and Learning immediately following. The scholarship of teaching is a scholarly activity that has impact beyond a faculty member's students, typically via dissemination of reviewed products or artifacts.

324 **a. Teaching and Learning**

325  
326 Teaching well is UAA’s primary mission. Teaching is a  
327 challenging and dynamic enterprise that encompasses a  
328 range of scholarly activities, from classroom instruction to  
329 including students in research, from mentoring to  
330 curriculum development, from participating in faculty  
331 development to the scholarship of teaching and beyond.  
332 Faculty members are expected to be reflective practitioners  
333 who continuously examine their effectiveness as educators.  
334 In addition, their teaching should reveal and develop  
335 diverse perspectives; encourage and facilitate inquiry,  
336 creativity, and life-long learning; and work to integrate the  
337 principles central to the vision, mission, and core values of  
338 UAA. (See Section I: *Purpose*)

339 When teaching is part of the faculty assignment,  
340 effectiveness is an essential criterion for advancement.  
341 Faculty must demonstrate command of their subject matter,  
342 continuous growth in the subject field, and an ability to  
343 create and maintain instructional environments that  
344 promote student learning and attainment of UAA’s  
345 Institutional Learning Outcomes (see sidebar). As a  
346 separately accredited educational institution, Prince William Sound Community College  
347 (PSWCC) has its own academic program, curriculum and identified learning outcomes for  
348 students. Therefore, for PWSCC faculty teaching effectiveness is evaluated based on the  
349 promotion and attainment of their institutionally identified student outcomes. Teaching is much  
350 more than instruction in the classroom and lab, or via distance-delivery modes and technologies.  
351 The work of teaching includes curriculum writing, developing course materials, developing  
352 community engaged learning opportunities for students, including service learning as part of  
353 classes, developing community internships for students, mentoring, planning and conducting  
354 workshops for colleagues, and other activities. Every faculty member engaged in teaching  
355 utilizes and combines these teaching activities in different ways at different times.

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

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

---

Scholarship of teaching would be demonstrated via evidence described in the following section on academic research and creative expression.

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

366

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

372

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

378

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

383

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

391

392 *Advancing Student Excellence*: Writing letters of recommendation or nominating students for  
393 scholarships and awards; supporting students' accomplishments, such as Student Showcase,  
394 Undergraduate Research Grants, or presentations at professional conferences; and serving as  
395 chair of graduate or undergraduate theses, and honors or capstone project committees.

396

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

398

399 Academic research and creative expression are vital to the mission of UAA in order to advance  
400 knowledge, support teaching and learning, and promote the application of knowledge in ways that  
401 benefit our local communities and broader society. One of UAA's research goals is to become a  
402 leader in research and research-centered undergraduate and graduate education. Faculty members  
403 with designated workload effort in this component of faculty work during the period of review are  
404 expected to engage in high-quality, significant academic research or creative activities as  
405 appropriate to their discipline, craft or professional field, their continuing professional growth, and  
406 the mission of their department, school, college, or campus and the University. **Reviewers will**  
407 **evaluate a faculty member's work based on the outcomes of that work as evidenced by products,**  
408 **artifacts, or creative works appropriate to the faculty member's discipline, craft, or professional**  
409 **field.**

410  
411 Academic research and creative expression may be generated through all forms of scholarship--  
412 discovery, integration, transformation/interpretation, engagement, and application--and contributes  
413 to the generation and dissemination of knowledge within the discipline, craft or professional field  
414 as defined by the respective scholarly community. It is expected that academic research and  
415 creative expression will be demonstrated through some combination of one or more of the  
416 following six categories. However, units may include different examples of work within the  
417 categories or place different emphasis and value on certain categories to reflect the particular  
418 needs and concerns of their respective discipline, craft, or professional fields.

419  
420 *Conducting and Disseminating Academic Research:* Conducting basic and applied research and  
421 inquiry; community engaged or participatory action research; writing books, monographs,  
422 textbooks; writing book chapters; editing books; writing papers in refereed journals and  
423 conference proceedings; presenting papers at professional meetings; writing translations,  
424 abstracts, and reviews; involving undergraduate or graduate students in ongoing research.

425  
426 *Producing and Performing Creative Works:* Writing poems, plays, essays, musical scores;  
427 producing radio and television productions, films, and videos; engaging in competitions,  
428 commissions, exhibitions; directing, choreographing and performing creative works in music,  
429 theatre, or dance; designing and arranging creative works; creating and preparing software and  
430 electronically published documents; developing electronic and print information resources that  
431 support the curriculum.

432  
433 *Developing and Disseminating Curriculum and Pedagogical Innovations:* Developing and  
434 disseminating creative approaches to teaching methods and techniques, including publication or  
435 presentation at professional meetings; development of software and other technologies that  
436 advance student learning; writing grant proposals for the development of curriculum or teaching  
437 methods and techniques; and participating in the supervision of student research or independent

438 study, capstone projects, and the mentoring of students that leads to the presentation of academic  
439 research and other creative works.

440

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

445

446 *Editing and Managing Creative Works:* Fulfilling major editorial assignments with academic,  
447 disciplinary, craft, and professional publications, including journals, newsletters, or electronic  
448 media; initiating or organizing scholarly conferences symposia, and other similar activities.

449

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

455

#### 456 **c. Service**

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

463

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

469

#### 470 *Professional Service*

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

476

- 477 • Utilizes a faculty member's academic, craft or professional expertise;

- 478                   • Contributes to the discipline, craft, or professional field and/or the audience or  
479                   clientele; and  
480                   • Demonstrates a clear relationship between the service activities and the goals and  
481                   mission of the department, college, campus, or University.  
482

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

484           Writing peer reviews for discipline, craft or professional publications and funding  
485           organizations; performing editorial assignments for discipline, craft or professional  
486           publications; participation in academic, craft or professional conferences as panel  
487           organizer and/or discussant; providing professional reviews or critiques of materials at the  
488           request of discipline, craft, or professional colleagues at other universities or institutions;  
489           serving as an officer, or in another leadership capacity, for local, state, or national  
490           discipline, craft or professional organizations or associations.  
491

492           (2) *Service to Society:*

493           Writing for popular and non-academic publications directed to specialized audiences;  
494           guiding technology transfer activities; collaborating or partnering with governments,  
495           education, health, cultural or other public institutions; committing expertise to community  
496           agencies or civic groups; testifying before legislative or congressional committees;  
497           providing public policy analysis, program evaluation, technical briefings for local, state,  
498           national, or international governmental agencies; serving on public boards, task forces, or  
499           committees; developing and offering training or professional development workshops and  
500           other demonstrations or dissemination of professional methods or techniques.  
501

502           (3) *Community Engaged Service*<sup>12</sup>:

503           As a form of professional service to society, community-engaged service is distinguished by its  
504           focus on collaborative, jointly developed projects designed to apply concepts, processes, or  
505           techniques to community identified issues, concerns, or problems, which result in community  
506           change and development. It should be noted here, however, that the nature of community engaged  
507           practice is often integrative across the components of one's work in teaching, academic research or  
508           creative expression, and service. Therefore, depending on the breadth, form, and focus of the work,  
509           a community engaged service activity may combine with or result in scholarly outcomes or  
510           products that could additionally or alternatively be represented as an aspect of teaching, or within a  
511           category of academic research and creative expression.  
512

513    *University Service*

---

<sup>12</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.

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

517 (1) Governance:

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

523

524 (2) Academic and Faculty Development:

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

529

530 (3) Student Success Support:

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

536

537 **Compensated Outside Activities**

538

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

548 **Quality and Significance of Scholarship**<sup>13</sup>

549 A rigorous faculty evaluation and review process is one that distinguishes between the routine  
550 conduct and completion of one's work assignments and responsibilities, and one's scholarly  
551 accomplishments and outcomes<sup>14</sup> which ~~represent~~ are the results of high-quality and substantive  
552 scholarly work. The emphasis is on the critical assessment and evaluation of the quality and  
553 significance of the candidate's scholarly achievements by professional peers. Thus, the  
554 evaluation system must distinguish among the criteria that relate to the quality of a faculty  
555 member's scholarly work, as well as the equally important criterion of the significance and  
556 relevance of this body of work to the department, school, college or campus and institutional  
557 mission(s).

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

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

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

571 *2. Establishes clear and relevant goals*

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

577

---

<sup>13</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.

<sup>14</sup> As demonstrated by evidence (products, artifacts, and creative works) appropriate to the discipline, craft, or professional field.

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

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

596  
597 5. *Results in positive impact or outcomes*  
598 High-quality scholarship in teaching, academic research or creative expression, or service  
599 is marked by scholars' own critical reflection on and evaluation of their work; its impact  
600 on the intended audience; and its potential for generating new initiatives, understandings,  
601 practices, or lines of inquiry. Such scholarly work results in outcomes that are valued by  
602 those for whom it was intended; are clearly identifiable or measurable; and contribute to  
603 student learning and academic success, the knowledge or practice base of the discipline,  
604 the craft, the profession, or the community. In these varied ways, high-quality scholarship  
605 contributes to the mission or reputation of the department, college, campus and University.

606  
607 6. *Upholds professional ethical standards*  
608 High-quality scholarship conforms to and promotes the established ethical codes of conduct  
609 of the discipline, craft or professional field and University, including issues related to:  
610 intellectual property rights and protection of human and animal subjects; counseling  
611 students; and relationships with students, staff and faculty colleagues, and community  
612 participants, or others who participate in, benefit from, or are affected by the work.

613           **V.       ACADEMIC RANK, APPOINTMENT AND TENURE**

614       **Introduction**

615       To be appointed to any faculty rank, a candidate must hold the appropriate professional or craft  
616       certification or terminal degree as defined by the accrediting agencies or associations in the  
617       respective professional, craft, or academic field. Regardless of the educational requirement or  
618       credential, the primary emphasis must rest on the individual's professional profile and the  
619       overriding necessity of maintaining well-qualified faculty within the unit and the University. The  
620       determination and definition of the appropriate professional or craft certification or terminal  
621       degree shall be made by the college in accordance with disciplinary requirements, faculty  
622       position, and University policies.  
623

624       **Definitions of Academic Ranks and Appointments**

625       Emeritus. Appointment as Professor Emeritus or Emerita is an honor conferred upon a retiree in  
626       recognition of a sustained record of outstanding scholarly accomplishments that has contributed  
627       to the mission, reputation, and quality of the University. Candidates for Emeritus appointment  
628       must be full-time faculty members who have attained the rank of full professor and who have  
629       retired after a minimum of 10 years at the University of Alaska immediately prior to retirement.  
630       In exceptional circumstances, other faculty members who have achieved the highest academic  
631       rank available to them based on their professional, craft, or academic credentials and position  
632       may also be nominated. Following the consideration and recommendation of the faculty review  
633       process, the Chancellor will make the final appointment.  
634

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

643       Professor. Candidates for initial appointment or promotion to the rank of Professor must hold a  
644       terminal degree in the discipline or field and show clear and convincing evidence of an extensive  
645       record of high-quality and significant\* scholarly accomplishments in the responsibilities  
646       appropriate to their work assignments and the missions of their units. Candidates must have  
647       gained recognition in their professional, craft or academic field by professional peers or  
648       community members external to the institution and demonstrate the likelihood of maintaining  
649       that stature.  
650

651 At the rank of Professor faculty members must demonstrate the following: a sustained record of  
652 excellence in teaching; contributions of high-quality and significance to the professional, craft, or  
653 academic field that have gained the recognition of peers or constituencies outside the institution;  
654 demonstrated record of effective leadership in University affairs and in a range of professional  
655 service activities; and a record of sustained professional growth with the promise for continuing  
656 high-quality and significant scholarly achievements. In addition, candidates must demonstrate a  
657 marked strength in at least one of the components of faculty responsibilities. This will usually be  
658 in the area of their primary responsibility, or through their integration of scholarly  
659 accomplishments across these components. A candidate's area of marked strength is one that  
660 draws on his or her unique talents to significantly advance the mission or reputation of the unit  
661 and institution. Candidates for promotion to Professor must have been previously awarded  
662 tenure, or must simultaneously stand for tenure.

663  
664 Associate Professor. Candidates for initial appointment or promotion to the rank of Associate  
665 Professor must hold a terminal degree in the discipline or field and show clear and convincing  
666 evidence of high-quality and significant\* scholarly accomplishments in the responsibilities  
667 appropriate to their work assignments and the mission of their units. Candidates should  
668 demonstrate an emerging level of recognition within their professional, craft or academic field by  
669 professional peers or community members external to the institution.

670  
671 At the rank of Associate Professor faculty members must demonstrate the following: a sustained  
672 record of effectiveness in teaching; high-quality and significant scholarly contributions to the  
673 professional, craft, or academic field; high-quality scholarly contributions to the institution  
674 through university and professional service; and a strong record of professional growth with the  
675 promise for continuing accomplishment of high-quality and significant scholarly achievements.  
676 In addition, candidates must demonstrate a marked strength in at least one of the components of  
677 faculty responsibilities, or through the integration of their scholarly accomplishments across the  
678 components, which advances the mission or reputation of the unit or institution. Non-tenured  
679 faculty undergoing review for promotion to Associate Professor must also be reviewed for tenure.  
680 Promotion to Associate Professor cannot be made without prior or simultaneous award of tenure.

681  
682 Assistant Professor. Candidates for initial appointment at the rank of Assistant Professor must  
683 hold the appropriate professional or craft certification or terminal degree in the discipline or field  
684 and show evidence of achievement ,or definite promise, in the production of sustained  
685 professional growth and contributions of high-quality and significance\* to the professional, craft,  
686 or academic field and the University.

687  
688 Candidates for promotion to Assistant Professor must show clear and convincing evidence of  
689 continuous professional growth in producing high-quality and significant scholarly achievements  
690 within and among the components of faculty work for which they are responsible. This will

691 include: a sustained record of effectiveness in teaching; scholarly contributions of quality and  
692 significance to the unit and institution through university service and professional service; and  
693 evidence of promise for the continued contribution of high-quality scholarly achievements in  
694 both these components in support the mission of the unit and University.

695  
696 Instructor. Candidates for initial and continuing appointment at the rank of Instructor must hold  
697 the appropriate professional or craft certification or terminal degree in the discipline or field and  
698 show evidence of, or promise for, sustained professional growth and development of high-quality  
699 and significant \*scholarly accomplishments in teaching and effective contributions to the unit,  
700 and institution through a variety of university and professional service activities.

701  
702 (\* Refer to section IV. *Evaluation of Faculty for Retention, Promotion, Tenure, and Post-Tenure Review*  
703 for the definition of quality and significance of scholarship.)  
704

## 705 **Definition of Tenure**

706  
707 The awarding of tenure serves the best interests of the individual and the University's  
708 institutional responsibility to create and disseminate knowledge in a democratic society. The  
709 decision to grant tenure to an individual faculty member is one that has an enduring impact on  
710 the continuing growth in capacity, achievement, and reputation of the University.

711  
712 For the individual faculty member, tenure is the acceptance of an on-going obligation to  
713 continued scholarly performance and achievement at a high level of professional competency.  
714 Tenure is not automatic and is not based on years of service. Therefore, it should not be  
715 recommended as a routine matter of course. Rather, tenure shall be granted to those faculty  
716 members who have provided evidence that demonstrates a sustained record of high-quality and  
717 significant scholarly performance and the promise of long-range contributions to the educational  
718 mission, reputation, and quality of the University.

719  
720 It is the faculty member's responsibility to establish a case that supports the awarding of tenure.  
721 Therefore, , a candidate must provide sufficient evidence to demonstrate that she or he has met or  
722 exceeded the unit and University criteria for the appointed rank; that this record of scholarly  
723 achievement has contributed to the unit and institutional missions; and that such scholarly  
724 accomplishments are likely to continue into the future.

725

## 726 **Consideration of Time in Rank for Mandatory Tenure Review**<sup>15</sup>

727

---

<sup>15</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.

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

732 Initial appointment to the rank of Professor may be made with or without tenure. Faculty initially  
733 appointed to the ranks of Professor without tenure shall be reviewed for tenure no later than the  
734 second (2<sup>nd</sup>) consecutive year of service. Appointment to Professor may continue beyond the third  
735 (3<sup>rd</sup>) year only with tenure.

736  
737 Initial appointment to the rank of Associate Professor may be made with or without tenure. Faculty  
738 initially appointed to the rank of Associate Professor without tenure must be reviewed for tenure  
739 no later than the fourth (4<sup>th</sup>) consecutive year of service. Appointments to the rank of Associate  
740 Professor may continue beyond the fifth (5<sup>th</sup>) year only with tenure.

741  
742 All non-tenured faculty members appointed to a tenure-track position at the rank of Instructor or  
743 Assistant Professor must be reviewed for tenure no later than the seventh (7<sup>th</sup>) consecutive year of  
744 service. Appointments to these ranks may continue beyond the eighth (8<sup>th</sup>) year of service only  
745 with tenure.

746  
747 For the purposes of determining the mandatory year of tenure review, all consecutive years of  
748 service, including periods of leave of absence at full salary and sabbatical leave, will be included.  
749 Periods of leave of absence at partial or no salary will not be included unless requested in writing  
750 by the faculty member and approved at the time the leave is granted. A partial year of service  
751 that includes at least one semester of full-time faculty service may be counted as a full year of  
752 service when it has also been used to determine eligibility for any sabbatical leave. Periods of  
753 officially requested and approved parental, family, or medical leave, whether paid or unpaid,  
754 shall be excluded from the determination of the mandatory year for review unless the faculty  
755 member requests that such leave be counted toward their time in rank.

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

#### 760 **Denial of Tenure**

761 Faculty who are not awarded tenure by the end of their mandatory year of review shall be offered a  
762 terminal appointment for one additional year of service. If a faculty member chooses to apply for  
763 tenure prior to the mandatory year, she or he may withdraw at any step in the process prior to  
764 review by the Chancellor. However, if the review proceeds to the Chancellor and the decision is to

765 deny tenure, the faculty member shall be offered a terminal appointment for one additional year of  
766 service.

## 767 VI. EVALUATION PROCESS AND REVIEW CYCLE

### 768 **Introduction**

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

### 776 **Types of Evaluation**

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

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

798 Tenure Review. Tenure review is conducted to determine whether a tenure-track faculty  
799 member's work has demonstrated a consistent pattern of high-quality and significant scholarly  
800 achievements in teaching, academic research or creative expression, and professional and  
801 university service, as appropriate to his or her appointment, faculty rank, and position. The

802 deciding factor in tenure decisions is whether the faculty member's scholarly achievements have  
803 contributed in sufficiently significant ways to the University mission, so as to merit the right to  
804 continuous employment at the institution. The faculty member is required to submit a Scholarly  
805 Portfolio for this review. The Chancellor makes the final decision on tenure, giving due  
806 consideration to the recommendations of the peer review committees and appropriate  
807 administrators.

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

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

824  
825 Every sixth year, the faculty member will submit a Scholarly Portfolio and undergo a  
826 comprehensive post-tenure review by peer review committees, unit administrators, and the  
827 Provost. The peer review committees and administrators shall make an evaluation of the faculty  
828 member's scholarly achievements over the preceding six years in teaching, academic research  
829 or creative expression, and professional and university service, in accordance with the unit and  
830 University expectations for his or her rank in place at the time of the last promotion decision.  
831 The committee shall comment on specific strengths and/or weaknesses in performance. The  
832 review may proceed to the Chancellor at the request of the faculty member.

833  
834 At any time prior to a scheduled evaluation, the dean or director of the faculty member's unit, or  
835 the campus director or president of the faculty member's community campus may initiate the  
836 post-tenure review process. In addition, a post-tenure review shall be conducted upon the  
837 request of the unit member.

838  
839 Distinguished Professor Review. A department may initiate the recommendation for the  
840 appointment of a faculty member as a University Professor, Distinguished Teaching Professor,

841 Distinguished Research Professor, or Distinguished Service Professor. Such nominations consist of  
842 a letter in support of this recommendation, which may be accompanied by other letters written by  
843 faculty members and civic leaders. The letters of support should include evidence relative to the  
844 specific appointment area of teaching, research, service or all of these in the case of the rank of  
845 University Professor. Nominations are directed to the nominee's Dean or Director, or Campus  
846 Director or President, who forwards them to the Provost with his or her recommendation. The  
847 Provost refers nominations to the University-wide Faculty Evaluation Committee for their  
848 recommendation. The Provost then forwards nominations and recommendations to the Chancellor,  
849 who will make the final decision regarding recommendation to the Board of Regents.

850  
851 Professor Emeritus Review. Upon retirement, a faculty member may be nominated by peers or unit  
852 administrators for appointment to the rank of Emeritus or Emerita Professor. The nominating body  
853 will submit a dossier<sup>16</sup> that will be reviewed by peer review committees, unit administrators, the  
854 Provost and the Chancellor. The dossier shall provide evidence of the candidate's scholarly  
855 achievements across the course of his or her career. Reviewers determine whether the candidate  
856 has achieved a sustained record of outstanding scholarly accomplishments that has contributed to  
857 the mission, reputation, and quality of the University.

858

### 859 **Evaluation Review File**

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

- 866 1. The applicable unit faculty evaluation guidelines and criteria;
- 867 2. A Scholarly or Abbreviated Portfolio of materials submitted by the candidate (see  
868 following section);
- 869 3. Materials submitted by other persons prior to the submission deadline (e.g., letters of  
870 support or external reviews);
- 871 4. Written evaluations and recommendations from subsequent levels of review;
- 872 5. Any rebuttal statements or other responses submitted by the faculty member; and
- 873 6. All student evaluations for a period of up to six years prior to date of current review.

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<sup>16</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.

874 **Review Cycle**

875 Except in the case of a mandatory review, the candidate has the responsibility of notifying the unit  
876 Dean or Director, or Campus Director or President, of his or her intent to stand for promotion  
877 and/or tenure.

878  
879 A candidate requesting review for tenure may use either the unit faculty evaluation criteria in effect  
880 during the candidate's first academic year of service in the tenure-track position, or the unit faculty  
881 evaluation criteria in effect the year the candidate requests consideration.

882  
883 A candidate requesting review for promotion may use either the unit faculty evaluation criteria in  
884 effect during the candidate's first academic year of service at his or her current tenured or tenure-  
885 track faculty rank or after the last comprehensive post-tenure review, whichever is most recent, or  
886 the unit faculty evaluation criteria in effect the year the candidate requests consideration.

887  
888 If a candidate requests or is required to undergo simultaneous consideration for tenure and  
889 promotion, the candidate must select a single set of criteria.

890  
891 A candidate undergoing a mandatory comprehensive post-tenure review may use either the unit  
892 faculty evaluation criteria in effect during the candidate's first academic year of service after his or  
893 her last full review (i.e. tenure, promotion, or comprehensive post-tenure review), or the unit  
894 faculty evaluation criteria in effect the year of the required post-tenure review.

895  
896 The candidate must notify the unit Dean or Director, or Campus Director or President, of his or her  
897 decision regarding the selection of evaluation criteria.

898

899 **a. Comprehensive Retention, Promotion, Tenure, and Comprehensive Post-**  
900 **Tenure Reviews**

901

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

904 The faculty evaluation process will then proceed as follows:

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

913

914 **b. Annual Retention Review**

915

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

918

919 The faculty evaluation process will then proceed as follows:

920 a) Campus Director or President (for community campus faculty only)

921 b) School or unit director or department chair

922 c) Unit peer review committee(s) in accordance with the unit guidelines

923 d) Dean

924 **c. Post-Tenure Review**

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

927

928 The faculty evaluation process will then proceed as follows:

929 a) Campus Director or President, for community campus faculty: the school or college Dean  
930 for all other faculty, or the respective administrator's designee. The faculty member's  
931 tenured department chair may provide a review at the request of the aforementioned  
932 administrator.

933

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

935

936 If a faculty member has a joint appointment with 50% effort assigned to each of two promotion-  
937 and tenure-granting academic units, then the faculty member may initiate his or her application  
938 for candidacy in either unit. The Evaluation Review File (ERF) will be made available to the  
939 tenured department chairs for their reviews, in accordance with the type of review. The file will  
940 then proceed to the peer review committee and dean in the unit in which the candidate initiated  
941 the process. The recommendations of these unit reviews will be inserted into the file and  
942 provided to the candidate before the file proceeds to the second unit for review by the peer  
943 committee and the dean. The recommendations of the second unit's reviews will be inserted into  
944 the file and provided to the candidate before the file proceeds through the remaining levels of  
945 review.

946

947 For faculty members with a joint appointment that is more than 50% effort assigned to a single  
948 promotion- and tenure-granting academic unit, the faculty member must initiate his or her  
949 application for candidacy in the unit in which they are assigned the most effort. This unit  
950 conducts the review but must include a tenured faculty member from the minority unit as a  
951 voting member on the unit peer review committee for the candidate's file. The file will then

952 proceed to both deans for their respective reviews and then continue through the remaining levels  
953 of review.

954

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

956

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

962

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

966

967 A faculty member may seek reconsideration of the decision of the Campus Director or President,  
968 or Dean by appealing to the Faculty Evaluation Appeals Committee. After reviewing the matter,  
969 the committee will make a recommendation to the Campus Director or President, or Dean. The  
970 final decision of the Campus Director or President, or Dean may be appealed to the Provost only  
971 when the decision is inconsistent with the recommendation of the Faculty Evaluation Appeals  
972 Committee.

973

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

### 980 **Scholarly and Abbreviated Portfolios<sup>17</sup>**

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

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<sup>17</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.

988 university service, appropriate to their position and appointment. Faculty members scheduled for  
989 annual retention or post-tenure review shall prepare an *Abbreviated Portfolio*.

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

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

999 The candidate may submit additional evidence or documentation that was not available at the  
1000 time of submission if it is related to scholarly accomplishments previously included and  
1001 documented in the Scholarly or Abbreviated Portfolio. Reviewers have full discretion as to  
1002 whether to consider these materials in their deliberation and decision process.

1003 Portfolios should be submitted in digital or electronic format.

1004 **a. Scholarly Portfolio**

1005 The Scholarly Portfolio showcases a faculty member's scholarly achievements and provides  
1006 evidence supporting scholarly accomplishments in the responsibilities of teaching, academic  
1007 research or creative expression, and professional and university service. The portfolio makes  
1008 faculty work visible by creating a coherent narrative for reflecting upon, documenting, and  
1009 assessing one's scholarly achievements in each of these areas. However, in evaluating a faculty  
1010 member's scholarly achievements, it is more important to focus on the criteria of quality and  
1011 significance than on categorizing the work or achievement.

1012 Candidates undergoing comprehensive retention, tenure, promotion or comprehensive post-  
1013 tenure review shall prepare a Scholarly Portfolio that highlights a selective sample of their  
1014 scholarly work, with narrative sections that provide context and continuity for the selected  
1015 materials. The portfolio has three sections and shall include:

1016 1. A Table of Contents of portfolio sections and all supporting documentation in each section;

1017 2. Section I: Introductory materials, including:

1018 a. Initial Letter of Appointment, if necessary for documenting prior years of service;

1019 b. Curriculum Vitae;

- 1020 c. Verification of certificates, licenses and degrees;  
1021 d. Faculty Scholarly Agenda(s) relevant to the period under review;  
1022 e. Annual Workload Agreements for the period under review, signed by the candidate and  
1023 the appropriate designated administrators;  
1024 f. Annual Activity Reports for the period under review, signed by the candidate and the  
1025 appropriate designated administrators; and  
1026 g. Copies of findings and recommendations from the most recent annual retention,  
1027 comprehensive retention, tenure, promotion or post-tenure review(s), whichever are  
1028 applicable.

1029 3. Section II: An Integrative Narrative; and

1030 4. Section III: Portfolio sections that describe and document high-quality and significant  
1031 scholarly achievements in each of the relevant areas of responsibility of teaching, academic  
1032 research or creative expression, and professional and university service.

- 1033 a. Within the teaching section of the portfolio, candidates are required to include:  
1034 i. All student evaluations from the previous six years (or for all years of service if  
1035 candidate has been in faculty rank less than 6 years), and;  
1036 ii. a selected example of syllabi from each of the courses he or she has taught. In the  
1037 case of community campus faculty, or others, who have taught more than eight  
1038 (8) different and separate courses during the review period, selected  
1039 representational examples should be included to reflect the scope of content  
1040 and/or disciplinary areas.  
1041 b. Documentation should be limited to the period under review, which includes the years  
1042 since the candidate was hired in a tenure-track position at UAA, or since the last  
1043 comprehensive retention, tenure, promotion, or comprehensive post-tenure review.  
1044 c. If the candidate was hired with any number of years credited towards tenure or  
1045 promotion, documentation should be included from those years as well.

1046 **b. Abbreviated Portfolio**

1047 Tenure-track faculty scheduled for annual retention and tenured faculty scheduled for post-tenure  
1048 review shall prepare an Abbreviated Portfolio. The Abbreviated Portfolio shall contain:

- 1049 1. Curriculum Vitae;  
1050 2. Faculty Scholarly Agenda relevant to the period under review;  
1051 3. Self-appraisal;  
1052 4. Annual Faculty Workload(s) for the past year or since last review, whichever is  
1053 applicable signed by the candidate and the appropriate designated administrators;

- 1054 5. Annual Activity Report(s) for the past year or since last review, whichever is applicable,  
1055 signed by the candidate and the appropriate designated administrators;  
1056 6. Copies of the findings and recommendations from the most recent retention, tenure,  
1057 promotion, or post-tenure review when applicable; and  
1058 7. Optional selected documentation to support the self-appraisal.

1059 Candidates may wish to review these guidelines before preparing their portfolio sections. In  
1060 addition, prior to their first review, candidates shall attend a training session, offered annually, on  
1061 how to document their scholarly work, and how reviewers evaluate the diverse kinds of evidence  
1062 being presented. Candidates are also required to attend a training session prior to subsequent  
1063 reviews if there have been substantial changes to the faculty evaluation policies and procedures.

### 1064 **c. Descriptions of Scholarly Portfolio Elements**

#### 1065 ***Table of Contents and Introductory Materials***

1066

1067 The first section of the Scholarly Portfolio shall include a Table of Contents of all materials in  
1068 the portfolio, followed by introductory documents (see previous description) that provide the  
1069 context for the subsequent descriptions and evidence of scholarly achievements.

#### 1070 ***Integrative Narrative***

1071 The Scholarly Portfolio shall include an Integrative Narrative, of no more than five pages, that  
1072 synthesizes and interconnects the candidate's scholarly achievements within the context of her or  
1073 his professional goals and aspirations as outlined in the relevant scholarly agenda(s), and the  
1074 actual designated responsibilities outlined in the relevant workloads **and activity reports** for the  
1075 period under review. Furthermore, the Integrative Narrative should draw together the sections of  
1076 the portfolio and tie the faculty member's scholarship and scholarly achievements during this  
1077 period to the Department, Unit, and University mission and goals. The candidate should discuss  
1078 achievements outside of the period of review only for the explicit purpose of demonstrating  
1079 consistency of performance. Such discussion should be brief. The narrative should emphasize  
1080 collaborative, interdisciplinary, engaged or integrative activities when these have been a part of  
1081 the faculty member's scholarship. It shall also provide an opportunity to reflect on one's  
1082 professional growth, and accomplishments in accordance with unit and University criteria of  
1083 high-quality and significant scholarly work \* for tenure and promotion, as well as the criteria of  
1084 the appropriate faculty rank that is the focus of the review

#### 1085 ***Portfolio Sections***

1086 The Scholarly Portfolio shall include sections describing and documenting selected scholarly  
1087 achievements in each of the areas of faculty responsibilities of teaching, academic research or  
1088 creative expression, and professional and university service, as appropriate to the candidate's

1089 position, appointment, and workloads during the period under review. A candidate whose  
1090 workload agreements during the review period did not included one of the areas of faculty  
1091 responsibilities (teaching, academic research or creative expression, or service) may nevertheless  
1092 include a section with documentation regarding scholarly achievements in that area.

1093 At the beginning of each section, candidates are to include a reflective summary statement of no  
1094 more than three pages relating the described scholarly achievements to the documentation  
1095 included in that section. The reflective summary should also include a description of how  
1096 scholarly work will be built upon or further developed. The reflective summary statements may  
1097 complement or provide a level of detail to further support, but not substitute for, the Integrative  
1098 Narrative.

1099 Evidence shall consist of carefully selected examples of the candidate's most accomplished  
1100 scholarly work, not an exhaustive compilation of materials. Nevertheless, the selections must be  
1101 sufficient to make it possible to document a consistent pattern of quality scholarly achievement  
1102 over time. Documentation within each of the portfolio sections shall focus on the quality and  
1103 significance of the scholarly activity\* using an appropriate combination of narrative and  
1104 illustrative materials. It shall focus on documenting the scholarly activities and accomplishments  
1105 of the individual faculty member rather than on documenting the generalized results of a project  
1106 or a program. Similarly, in documenting collaborative scholarly work, the faculty member shall  
1107 focus on his or her personal role and contributions to the collaborative process and outcomes.  
1108 Candidates are encouraged to highlight scholarly activities which represent integrative,  
1109 interdisciplinary, collaborative, or engaged work, as well as those activities that make significant  
1110 contributions to the attainment of department, unit/campus, or University missions or goals.

1111 (\* Refer to section IV. *Evaluation of Faculty for Retention, Promotion, Tenure, and Post-Tenure Review*  
1112 for the definition of quality and significance of scholarship.)

#### 1113 **d. Descriptions of Abbreviated Portfolio Elements**

##### 1114 ***Self-Appraisal***

1115 The Abbreviated Portfolio shall include a self-appraisal, of no more than three pages, that  
1116 synthesizes the candidate's scholarly achievements and contributions in each area of  
1117 responsibility, in accordance with their workload agreements during the period of review. The  
1118 self-appraisal shall also summarize progress toward tenure or promotion, where applicable, as  
1119 well as progress in any areas identified from previous recommendations as needing  
1120 improvement.

##### 1121 ***Optional Selected Documentation***

1122 The faculty member may, at his or her discretion, opt to include selected evidence to support the  
1123 self-appraisal. Selected documentation should be kept to a minimum and focus on providing  
1124 supporting evidence of scholarly accomplishments only in those cases where the curriculum  
1125 vitae and/or the Annual Activity Reports cannot fully reflect the quality or significance of the  
1126 scholarly work.

### 1127 **Relationship of Unit Documents to University-wide Guidelines**

1128 The primary responsibility for faculty evaluation decisions related to the hiring, retention, tenure,  
1129 and promotion of faculty members resides in the unit. Therefore, each unit is expected to:

- 1130 • Establish comprehensive unit-specific evaluation guidelines and procedures for all facets  
1131 of the faculty evaluation process, including hiring; annual and comprehensive retention;  
1132 and promotion, tenure, post-tenure, distinguished and emeritus reviews. Unit guidelines  
1133 may authorize the development of department and division-level guidelines to ensure the  
1134 inclusion of disciplinary, craft, or professional perspectives.
- 1135 • Establish unit policies and procedures that ensure the inclusion of community campus  
1136 faculty representation on peer review committees generally, and for the specific cases  
1137 where unit committees will be reviewing the file of a community campus faculty  
1138 member.
- 1139 • Establish policies and procedures for ensuring that all faculty, department chairs, and  
1140 administrators who serve as reviewers have received the required mandatory reviewer  
1141 training in accordance with these guidelines (see section VII. Roles and Responsibilities  
1142 of Reviewers).
- 1143 • Establish policies and procedures for the hiring and appointment of new faculty,  
1144 including the development of position descriptions and the allocation of effort and  
1145 responsibilities within the workload agreement. These policies and procedures must  
1146 conform to University guidelines, Board of Regent's policies, and other relevant  
1147 governance and regulatory policies and guidelines.
- 1148 • Ensure that the unit faculty evaluation guidelines conform to the University guidelines  
1149 with special regard to the mission of the University and its regulatory documents; the  
1150 definition of scholarship; the focus on community engagement in its variety of forms; the  
1151 responsibilities of faculty; the criteria for assessing the quality and significance of  
1152 scholarship; and the standard procedures for faculty evaluation. **Conforming unit  
1153 guidelines will ~~The unit must~~ use the University-wide aspects of teaching, categories of  
1154 academic research and creative expression and the categories of professional and  
1155 university service as the basis for **amplification and detailing of developing** the range of  
1156 faculty scholarly work appropriate to the profession, craft, or discipline and unique  
1157 mission of the unit. **Unit guidelines should, for example, define appropriate evidence of  
1158 scholarship (such as journal publications or musical compositions), appropriate methods  
1159 of external review of the evidence (such as peer review or critical review), and****

- 1160 appropriate avenues of dissemination for artifacts (such as class A journals or juried  
1161 exhibitions).
- 1162 • Develop profiles establishing unit expectations for faculty performance at each rank,  
1163 including Emeritus, and for post-tenure review in the areas of faculty responsibilities of  
1164 teaching, academic research and creative expression, and professional and university  
1165 service, with expectations of continuous growth and productivity reflected in the profiles.  
1166 This must include specific profiles for community campus faculty members, when they  
1167 are reviewed by the unit. Faculty from the community campuses must be substantively  
1168 involved in the development of the faculty profiles within the unit, and shall lead the  
1169 development of the profiles specific to their work. Provide specific examples of  
1170 acceptable evidence and forms of documentation for each area of faculty responsibilities.
  - 1171 • Submit unit guidelines and procedures to the University-wide Faculty Evaluation  
1172 Committee and Provost for review and approval.
- 1173

#### 1174 **Relationship of Departmental Documents to Unit Documents**

1175

1176 With unit authorization, a department may develop department-specific guidelines. These  
1177 guidelines may include procedures for departmental peer review if the department has a  
1178 sufficient number of faculty members to conduct such reviews in a fair, rigorous, and on-going  
1179 manner. If a department opts to establish departmental review, the resulting guidelines for  
1180 faculty evaluation must be in accordance with and aligned to unit and University-wide  
1181 guidelines. The department will be expected to establish comprehensive department-specific  
1182 evaluation profiles and guidelines that parallel those of the unit with respect to outlining the  
1183 scope and range of faculty scholarly work; establish profiles of expectations for rank; and  
1184 delineate acceptable forms of evidence and documentation appropriate to the profession, craft, or  
1185 discipline.

1186

1187 All departmental guidelines must be approved by the authorizing unit, the University-wide  
1188 Faculty Evaluation committee and the Provost. Such approval through the faculty evaluation  
1189 system supports the continuity of and adherence to the departmental guidelines by subsequent  
1190 levels of review over time.

1191  
1192

## 1193 **VII. SCHOLARLY AGENDA AND ANNUAL WORKLOADS**

### 1194 **Introduction**

1195 ~~Two~~ **Three** key documents serve to guide, ~~and~~ support, **and document** the faculty member's  
1196 career development **and accomplishments**: a) the Scholarly Agenda; ~~and~~ b) the Annual

1197 Workload; and the Annual Activity Report. While these ~~two~~ three documents are  
1198 complementary, they are distinct. Together, they strive to balance and guide the complex and  
1199 necessary interplay between the individual faculty member's scholarly and professional goals  
1200 and pursuits and the needs, goals, and mission of the University. **When combined with the**  
1201 **integrated narrative of the scholarly portfolio<sup>18</sup> the three documents provide a view of the faculty**  
1202 **member's career plans and goals, short-term work and accomplishment in relationship to those**  
1203 **goals, and a view of future steps.**

## 1204 **Scholarly Agenda**

1205 Upon initial appointment and at regular intervals, each tenure-track faculty member shall  
1206 develop a Scholarly Agenda that sets forth his or her vision and aspirations for scholarly work  
1207 during a given three- to five-year period. A Scholarly Agenda should provide the faculty member  
1208 with a guiding framework from which to continuously chart his or her career, and give explicit  
1209 voice to these aspirations when negotiating and establishing workloads within the unit. The  
1210 Scholarly Agenda should engage the faculty member in examining the following considerations:

- 1211 • What are the current intellectual, creative, craft, or professional practice questions,  
1212 issues or problems with which I am currently engaged or want to be engaged?
- 1213 • What are my long-term goals for making contributions to these questions, issues or  
1214 problems through my teaching, academic research or creative expression,  
1215 professional or craft practice, community engagement, and professional and  
1216 university service?
- 1217 • What are my general responsibilities as a faculty member and what relative emphases  
1218 should I place upon teaching, academic research, creative expression, professional  
1219 or craft practice, community engagement, and professional or university service?
- 1220 • How do these scholarly activities relate to and enhance departmental and unit  
1221 missions and programmatic goals, and the larger University mission?

1222 The resulting agenda should reflect the unique strengths, talents, and expertise of the individual  
1223 faculty member and her or his professional development goals and needs. While the agenda  
1224 establishes a guiding framework for a three- to five-year period, it should remain flexible and  
1225 open to change in response to unanticipated opportunities and needs of both the individual and  
1226 the institution.

1227 Faculty are encouraged to refer to prior reviews and recommendations to identify strengths that  
1228 should be recognized and advanced, and areas that may benefit from more focused experiences,  
1229 mentoring or professional development. Once the faculty member has written the scholarly  
1230 agenda, it is shared and discussed with his or her Department Chair, Campus Director or

---

<sup>18</sup> See the discussion on p. 32.

1231 President, Dean, or the respective administrator’s designee, as part of the planning process for  
1232 establishing the Annual Workload.

1233 Departments and units generally are more effective at accomplishing their wide-ranging missions  
1234 when they encourage diverse scholarly agendas across the membership of the faculty. Therefore,  
1235 faculty interaction and dialogue should be encouraged so that individual faculty may draw on the  
1236 shared expertise of departmental or unit peers in the development and refining of scholarly  
1237 agendas. This joint career development process promotes both individual and institutional  
1238 development, and contributes to the intellectual, academic, professional, craft, and creative  
1239 climate of the department, the unit, the campuses, and the University.

1240  
1241 Primarily, the Scholarly Agenda is developmental, not evaluative. In the faculty evaluation and  
1242 review process, an individual’s contributions to scholarship should be evaluated in the context of  
1243 the quality and significance of the work presented for evaluation. While it is included in the  
1244 Evaluation Review File (ERF), it is included to provide insight into and context for the  
1245 individual member’s goals, intellectual interests and connections to departmental and University  
1246 missions and needs. However, the Scholarly Agenda shall not be considered, nor be construed, as  
1247 establishing an evidentiary base for evaluation purposes.

1248

#### 1249 **Annual Workload**

1250

1251 Based on the individual faculty member’s Scholarly Agenda and the resulting unit planning  
1252 process, individual faculty members shall confer with the department chair, campus director or  
1253 President, or designated administrator in order to prepare the proposed Annual Workload. To  
1254 ensure this workload development process strikes a balance between the individual member’s  
1255 academic freedom and professional aspirations, and the unit’s operational requirements, it must:

- 1256 a. recognize the individual’s career development needs,
- 1257 b. respect the diversity of individual faculty interests and talents, and
- 1258 c. advance the unit mission and programmatic goals.

1259 The resulting workload should provide the faculty member with the opportunity to meet the  
1260 established University and unit criteria for retention, promotion, tenure, and post-tenure review.

1261 The written and signed Annual Workload serves as the contractual agreement outlining the  
1262 faculty member’s specific teaching, academic research or creative expression, and professional  
1263 and university service activities expected for the specified time period.

1264

#### 1265 **Annual Activity Report**

1266

1267 The Annual Activity report provides a summary of the outcomes of a faculty member's work in a  
1268 given year. It is directly connected to and viewed in the context of the Annual Workload and in  
1269 the broader context of the Scholarly Agenda.

1270  
1271

## 1272 VIII. ROLES AND RESPONSIBILITIES OF REVIEWERS AND CANDIDATES

### 1273 Introduction

1274 A robust faculty evaluation and review process should be conducted in a manner consistent with  
1275 the application of sound professional judgment within a context of clear policies and delineated  
1276 criteria of quality and merit. In this way, the process is more likely to result in a shared sense of  
1277 validity, fairness, and trust with respect to both the process and the outcomes. To this end, all  
1278 participants, members of peer review committees, academic administrators, and candidates have  
1279 designated roles and responsibilities.

1280 It is the responsibility of the members of the peer review committees and administrators to:  
1281 adhere to the policies and guidelines for conducting the review; carefully review and evaluate  
1282 each candidate's file using the appropriate unit and University criteria of quality and merit; and  
1283 make recommendations regarding retention, tenure, promotion, and post-tenure review before  
1284 the recommendation is reviewed and a decision made by the Chancellor.

1285 The candidate under review has the responsibility to adhere to the policies and guidelines,  
1286 including notifying administration of intent (except for mandatory reviews), and developing and  
1287 submitting either a Scholarly or Abbreviated Portfolio, as appropriate to the type for review.

### 1288 Election and Composition of Peer Review Committees

#### 1289 a. Eligibility

1290 All department, unit and University faculty evaluation committees, and the Faculty Evaluation  
1291 Appeals Committee shall be composed of tenured faculty members. Those not eligible to serve  
1292 include:

- 1293 • A faculty member who is on an approved leave of absence or sabbatical;
- 1294 • A faculty member who has been elected to serve, or is currently serving, on a peer review  
1295 committee at a preceding or subsequent level of review;
- 1296 • Tenured faculty who are under consideration for promotion;
- 1297 • A faculty member who has an administrative workload of more than 50%.

1298 On all department, unit, and University faculty committees, only those faculty members who are at  
1299 or above the rank to which the candidate seeks promotion may vote on the candidate's file.

1300

1301 On all faculty evaluation committees, only faculty members who have completed the required  
1302 reviewer training within the last four years, or more recently if there has been a subsequent change  
1303 in the policies and guidelines are eligible to serve. Any faculty member elected or appointed to a  
1304 committee who has not completed the training must do so before being seated and commencing  
1305 any committee activities (see section below).

1306 b. University-wide Faculty Evaluation Committee

1307 The guidelines establishing the selection process and composition of the University-wide Faculty  
1308 Evaluation Committee (UFEC) shall be determined by the UAA Faculty Senate, subject to the  
1309 approval of the UAA Chancellor. The process for establishing and revising the guidelines must  
1310 provide for consultation and approval by the faculty assembly of Prince William Sound  
1311 Community College.

1312 The University-wide Faculty Evaluation Committee has the following responsibilities:

1313

- 1314 • Review and recommend policies on appointment, reappointment, tenure, promotion, and  
1315 termination of faculty;
- 1316 • Review department, division, and unit evaluation policies, procedures, and criteria for  
1317 consistency with the University policies outlined herein, and make recommendations  
1318 regarding revisions, and approval/non-approval to the Provost.

1319 c. Review the recommendations of the previous levels of review to examine their  
1320 consistency in applying unit and University guidelines and policies; Provide a  
1321 University-wide, institutional-level perspective in the evaluation of faculty under  
1322 review and make recommendations to the Provost Faculty Evaluation Appeal  
1323 Committee

1324 The Faculty Senate shall also establish a Faculty Evaluation Appeals Committee, and determine  
1325 the selection process and membership composition, subject to the approval of the UAA Chancellor.  
1326 The Faculty Evaluation Appeals Committee will operate in accordance with all relevant UA and  
1327 UAA policies and regulations, and CBAs.

1328

### 1329 **Ethical Standards for Reviewers**

1330

1331 All persons serving as reviewers, including faculty members, department chairs, and  
1332 administrators, are expected to conduct themselves according to the ethical standards and  
1333 guidelines of the University, as outlined in this and other pertinent policy documents. As faculty

1334 evaluation is a key facet in personnel decision-making, the process must be conducted with due  
1335 diligence to maintain the confidentiality of the candidate and the committees' deliberations.

1336  
1337 Reviewers may not move, remove, or copy any portion of the Evaluation Review File (ERF),  
1338 including all material submitted by the candidate in the Scholarly or Abbreviated Portfolio.

1339  
1340 Reviewers must disclose to the committee any potential for conflict of interest in a particular  
1341 case. Committee members must use due diligence in considering whether recusal is warranted.  
1342 Conflict of interest disclosures and committee decisions regarding recusal must be included in  
1343 the committee report of findings and recommendations.

1344

### 1345 **Ethical Standards for Candidates**

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1347 All candidates standing for promotion and/or tenure, retention reviews, and post-tenure reviews  
1348 are expected to conduct themselves according to the ethical standards and guidelines of the  
1349 University, as outlined in this and other pertinent policy documents. The faculty evaluation  
1350 process is a vital component in personnel decisions. Therefore, candidates must ensure that the  
1351 materials and documents they submit as evidence are factually accurate and fairly represent the  
1352 scope and outcomes of their faculty work for the period under review.

1353

### 1354 **Mandatory Training of All Reviewers**

1355 All persons serving as reviewers, including faculty members, department chairs, and unit  
1356 administrators, shall attend a training session prior to the first time they serve on any faculty  
1357 evaluation committee or review faculty files, or if four years or more have passed since the last  
1358 time they attended training. All reviewers must also attend a training session if there have been  
1359 substantive changes in policy since their last training. The purpose of the training is to ensure  
1360 consistent, rigorous, and fair application of unit and University faculty evaluation guidelines  
1361 across the University, with emphasis on how candidates document their scholarship, and how  
1362 reviewers evaluate the diverse kinds of evidence of scholarly work being presented. The training  
1363 shall be conducted each fall, and will be coordinated by Academic Affairs and the Senate  
1364 Professional Development Committee, and will include representatives from United Academics  
1365 and UA Federation of Teachers.

### 1366 **Continuous Renewal**

1367

1368 To ensure the continuous renewal and enhancement of the faculty evaluation processes within  
1369 the University, each level of review will provide copies of their findings and recommendations to  
1370 the levels of review that preceded them in the review process. This will assist each level of review

1371 in enhancing its processes, examining and considering evidence, and rigorously, fairly, and  
1372 consistently applying unit and University criteria for quality and significance of scholarly work.

1373

1374 The entirety of these guidelines shall be reviewed in four years from their effective date to  
1375 determine effectiveness. Subsequent review and consideration for revision will be made on a  
1376 regular basis every six years.

1377