

University of Alaska Anchorage
Faculty Evaluation Policies and Procedures

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

Adopted June 6, 2012

Revised July 12, 2016

Faculty reviews will be conducted according to Chapter 3 of the Faculty Handbook until the new Faculty Evaluation Guidelines (now called the Faculty Evaluation Policies and Procedures) are approved by the Provost.

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

Upon final approval by the Provost, units will be asked to review and, if needed, revise their guidelines to ensure they conform to the new Faculty Evaluation Policies and Procedures and to submit the unit guidelines to the University-wide Faculty Evaluation Committee and Provost for review and approval.

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

Revision History

The UAA Faculty Senate accepted the base version of this document at its April 1, 2011 meeting with the provision that the Faculty Senate conduct a thorough review of the Faculty Evaluation Guidelines (now called the Faculty Evaluation Policies and Procedures) five years after the Faculty Evaluation Guidelines have gone into effect and revise them as needed.

Many revisions to the April 1, 2011 document were made during the 2011-2012 academic year. These changes were primarily a result of conversations with the UNAC, UAFT, and UAA Faculty Senate. This resulted in a marked-up document dated March 24, 2012. There was substantial agreement among all parties on the March 24, 2012 version, with only a few items to resolve.

The March 24, 2012 document used a variety of colors and fonts to show changes over the April 1, 2011 version. These changes were accepted and the different colors and fonts were removed to form the base document for the version dated April 24, 2012. The April 24, 2012 version was endorsed by the UAA Faculty Senate on May 4, 2012 and by the PWSCC Faculty on May 11, 2012. The version, dated June 6, 2012 corrects minor typographical errors and improves formatting based on input from faculty.

The version dated March 22, 2013 contains corrections to some inconsistencies and errors in the June 6, 2012 version. These changes were approved by the UFEC, the Faculty Senate (March 1, 2013), United Academics and the Provost in accordance with the change process detailed on pages 33-34 of the guidelines.

The version dated April 28, 2014 contains corrections to text, and amendments to make the document more consistent with changes to the United Academics Collective Bargaining Agreement. These changes were approved by the UFEC, the Faculty Senate (April 4, 2014), United Academics and the Provost in accordance with the change process detailed on page 34 of the guidelines.

The version, dated May 29, 2015 contains revisions to Union Service and Emeritus Status, and amendments to make the document more consistent with changes to the University of Alaska Federation of Teachers' (UAFT) collective bargaining agreement (CBA). These changes were approved by Faculty Senate (May 1, 2015), UAFT and the Provost in accordance with the change process detailed in the guidelines.

The version dated July 1, 2015 contains corrections to the text to make the document consistent with changes in the Collective Bargaining Agreement with the University of Alaska Federation of Teachers signed on December 11, 2014, as well as to incorporate changes adopted by the Faculty Senate Executive Board on May 1, 2015, approved by the Provost on May 4, 2015.

The version dated July 12, 2016 changes the references throughout from "Faculty Evaluation Guidelines" to "Faculty Evaluation Policies and Procedures." It also corrects an error in the time

period for promotion, makes minor corrections to text, and corrects page numbers on the table of contents.

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

I. PURPOSE

The mission of the University of Alaska Anchorage (UAA) is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. As faculty, we value the role of university scholarship in service to society, and are committed to engaging in and producing high-quality scholarly work. Together, the faculty and administration aspire to be a university of distinction, recognized for excellence in teaching and learning centered on professional and craft practice, academic research, and creative expression. In achieving our mission, UAA places greatest emphasis on a set of core values:¹

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

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

II. PRINCIPLES

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

¹ This paragraph and the values that follow come from UAA's mission and strategic plan, *UAA 2017*, http://www.uaa.alaska.edu/strategicplan/upload/StrategicPlan_12pg.pdf, pp. 2-4.

The policies and procedures in this document serve as the foundation and broad framework of standards for the faculty evaluation system at UAA. Within this framework, each of the units and their constituent departments have the responsibility to establish comprehensive unit-specific evaluation guidelines and procedures² that conform to the University Policies and Procedures and that are reflective of their diverse academic, disciplinary, craft, and professional fields.³ In this way, the system has been developed to recognize and honor the inherent diversity of faculty work, with the goal of supporting and encouraging faculty to bring together their unique talents into a cohesive and integrated scholarly practice. Furthermore, the system recognizes and supports differential emphases and interests over the course of a faculty member's career.

The policies and procedures outlined here guide the evaluation process for all tenure-track and tenured faculty members across the various campuses of UAA. As used in this document, "unit" refers to the colleges and schools within UAA (see BOR P10.02.040).

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

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

These policies and procedures shall be interpreted and implemented within the framework of the UA Board of Regent's Policies (P0.04.04.010-070), the internal governance procedures of UAA,

² Unit and departmental guidelines must be in agreement with procedures in the governing Collective Bargaining Agreements.

³ A more detailed discussion of the relationship of the FEPPs (formerly the FEGs) and unit guidelines can be found on page 34-35.

and the relevant Collective Bargaining Agreements (CBAs) of United Academics (UNAC) and the University of Alaska Federation of Teachers (UAFT).

III. FACULTY ROLES AND RESPONSIBILITIES

Overview of Faculty Responsibilities

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

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

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

All faculty members have a responsibility to engage in scholarly work in teaching, academic research, craft or professional practice, or creative activity, and in professionally related service activities according to their respective appointments, positions and workload agreements. In this way, faculty members contribute to the knowledge-base in their fields, advance student success, and contribute to the mission of the University in service to society. Each faculty member is also

⁴AAUP, [1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments](http://www.aaup.org/AAUP/pubsres/policydocs/contents/default.htm); [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>

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expected to contribute to the shared governance, accreditation processes, and other service activities within the University if that is part of their workload.

The Centrality of Scholarship to Faculty Responsibilities⁵

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

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

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

This expanded definition of scholarship serves to encompass all high-quality faculty work that furthers the educational goals of students, faculty, academic units and campuses, the University, and the varied public and professional communities with which we are engaged. Recognizing that not all faculty members will engage in all forms of scholarship, this more inclusive

⁵ A number of sources have been synthesized 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.

definition of scholarship allows for greater recognition of the diverse scholarly activities and outcomes that reflect the mosaic of faculty talent that strengthens the University as a whole.

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

The expanded definition of scholarship used throughout this document is a valuable concept that connects strongly to UAA's Mission Statement and to a common national practice in recognizing an underpinning concept of all faculty work. However, the terms "scholarship" and "research" are widely used in higher education with a range of (sometimes inconsistent) definitions.⁶ This can lead to confusion in faculty reviews. In this document, "scholarship" is used solely to denote the broad, central principle that underlies all faculty work as described in this section. The terms "academic research" and "creative activity" are used to describe what is often called "research" or "scholarship" in other documents. Reviewers and faculty under review should take care to use the terms consistently in presenting and evaluating faculty work.

Community Engagement as a Component of Academic Research, Teaching, and/or Service⁷

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

⁶ The Collective Bargaining Agreement between the University and UNAC, for example, uses the terms in different senses. The CBA uses both "research" and "scholarship" to refer to what this document denotes as "academic research". Reviewers should use this mapping when working between the CBA and these policies and procedures.

⁷ 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.

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

UAA highly values and encourages quality community engagement as part of faculty roles and responsibilities. For those faculty members who choose to undertake community-engaged scholarship through their teaching, service, academic research or creative activity, it should constitute a vital component of faculty evaluation considerations.⁸

The Scholarly Agenda

Faculty members may find the Scholarly Agenda, described in more detail in Appendix I, to be a useful tool for planning and explaining their work as a complement to their workload, activity report, and self-evaluation. While the use of a Scholarly Agenda is not required, faculty members who find it useful are encouraged to include it in their review file.⁹

IV. EVALUATION OF FACULTY FOR PROGRESSION TOWARDS TENURE, TENURE, PROMOTION, AND POST-TENURE REVIEW

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

⁸ Community engagement receives special emphasis in these policies and procedures 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.

⁹ A faculty member's choice to include or not include the Scholarly Agenda in their review file is not subject to substantive academic judgment.

within and among the components of faculty responsibility will vary with disciplines, craft, and professional fields, and with unit goals.

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

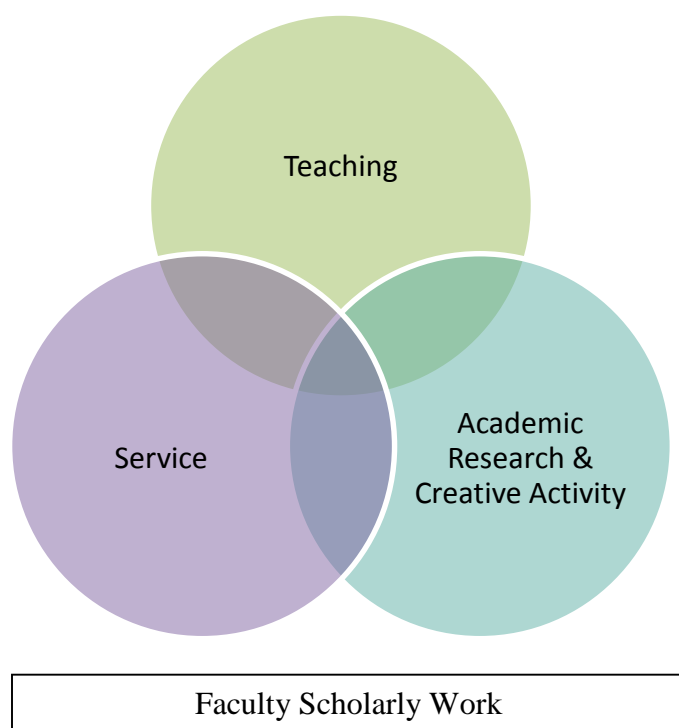
Evaluation of Faculty Scholarship

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

Nevertheless, it is important to keep in mind that such classification is not always distinct, as some scholarly work may be integrative and contribute to multiple components (see figure below). For example, a faculty member may develop a novel approach to an instructional strategy or a set of curriculum materials in response to an identified student learning need within the discipline, and subsequently publish an article in an academic journal about the work and its impact on student learning and course outcomes. The resulting instructional strategy and curriculum materials may be categorized as an aspect of teaching, while the article is a dissemination product that can be categorized under academic research and creative activity. What is critical to distinguish here is that the process of scholarly work may arise mainly from one of the components, while producing a variety of distinct outcomes and products that may contribute to the scholarly accomplishments in another component of faculty responsibilities.¹⁰ Moreover, as a faculty member develops professionally it is likely that the components of faculty

¹⁰ 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.

responsibilities in which he or she is involved will increasingly serve to inform and mutually reinforce each other.



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

a. Teaching and Learning

Teaching well is UAA's primary mission. Teaching is a challenging and dynamic enterprise that encompasses a range of scholarly activities, from classroom instruction to including students in research, from mentoring to curriculum development, from participating in faculty development to the scholarship of teaching and beyond. Faculty members are expected to be reflective

¹¹ 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. Scholarship of teaching would be demonstrated via evidence described in the following section on academic research and creative expression.

practitioners who continuously examine their effectiveness as educators. In addition, their teaching should reveal and develop diverse perspectives; encourage and facilitate inquiry, creativity, and life-long learning; and work to integrate the principles central to the vision, mission, and core values of UAA. (See Section I: Purpose)

When teaching is part of the faculty assignment, effectiveness is an essential criterion for advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and an ability to create and maintain instructional environments that promote student learning and attainment of UAA's Student Learning Outcomes. Teaching is much more than instruction in the classroom and lab, or via distance-delivery modes and technologies. The work of teaching includes curriculum writing, developing course materials, developing community-engaged learning opportunities for students, including service learning as part of classes, developing community internships for students, mentoring, planning and conducting workshops for colleagues, and other activities. Every faculty member engaged in teaching utilizes and combines these teaching activities in different ways at different times.

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

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

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

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

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

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

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

b. Academic Research and Creative Activity

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

Academic research and creative activity may be generated through all forms of scholarship--discovery, integration, transformation/interpretation, engagement, and application--and contributes to the generation and dissemination of knowledge within the discipline, craft or professional field as defined by the respective scholarly community. It is expected that academic research and creative activity will be demonstrated through some combination of one or more of the following six categories. However, units may include different examples of work within the categories or

place different emphasis and value on certain categories to reflect the particular needs and concerns of their respective discipline, craft, or professional fields.

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

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

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

Developing and Disseminating Innovations in Clinical and Craft Practice: Developing and disseminating novel or creative approaches in clinical or craft practices, including publishing or presenting at professional meetings; the developing, producing, and disseminating of tools, technologies, or methods that enhance clinical or craft practice.

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

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

c. Service

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

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

Public Service

(1) Service to Society:

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

(2) Community-Engaged Service¹²:

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

¹² 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.

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with or result in scholarly outcomes or products that could additionally or alternatively be represented as an aspect of teaching, or within a category of academic research and creative activity.

Professional Service

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

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

Service to the Discipline, Craft or Professional Field

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

University Service

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

(1) Governance:

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

(2) Academic and Faculty Development:

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

(3) Student Success Support:

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

(4) Union/Union-related business

Serving in elected office as a campus representatives, member of a university appeals board, or university disciplinary committee; serving on joint labor-management committees and working groups/task forces.

Compensated Outside Activities

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

Quality and Significance of Scholarship¹³

A rigorous faculty evaluation and review process is one that distinguishes between the routine conduct and completion of one's work assignments and responsibilities, and one's scholarly accomplishments and outcomes¹⁴ which are the results of high-quality and substantive scholarly

¹³ 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.

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

work. The emphasis is on the critical assessment and evaluation of the quality and significance of the candidate's scholarly achievements by professional peers. Thus, the evaluation system must distinguish among the criteria that relate to the quality of a faculty member's scholarly work, as well as the equally important criteria of the significance and relevance of this body of work to the department, school, college or campus, and institutional mission(s).

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

1. Reflects a high level of discipline-related expertise

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

2. Establishes clear and relevant goals

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

3. Uses appropriate methods and resources

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

4. Is effectively documented and communicated

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

5. Results in positive impact or outcomes

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

6. Upholds professional ethical standards

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

V. ACADEMIC RANK, APPOINTMENT AND TENURE

Introduction

To be appointed to any faculty rank, a candidate must hold the appropriate professional or craft certification or terminal degree as defined by the accrediting agencies or associations in the respective professional, craft, or academic field. Regardless of the educational requirement or credential, the primary emphasis must rest on the individual's professional profile and the overriding necessity of maintaining well-qualified faculty within the unit and the University. The determination and definition of the appropriate professional or craft certification or terminal degree shall be made by the college in accordance with disciplinary requirements, faculty position, and University policies. Unit and department level guidelines should provide clear, objective criteria for each rank that are appropriate to the discipline and that conform to the policies and procedures in this document.

Definitions of Academic Ranks and Appointments

Emeritus. Appointment as Professor Emeritus or Emerita is an honor conferred upon retiring faculty in recognition of a sustained record of outstanding scholarly and other accomplishments contributing to the excellence of the University of Alaska Anchorage. Appointment is made at the time of retirement or as near to it as may be practical, but no later than the date of the next commencement ceremony. The title Emeritus/Emerita is honorary and implies no stipend or salary.

Candidates for Emeritus appointment must be tenured, full-time faculty at the rank of Professor who are retiring after a minimum of ten years in the University of Alaska system with a record of outstanding service to the academy.

In exceptional circumstances, non-tenured faculty or faculty other than Professors, but who have a record of outstanding service to the academy, may also be nominated. After review by the peer groups, the Chancellor will make the final appointment. If the previous reviewers disagree, the Chancellor will make the decision in the best interests of UAA.

Faculty receiving recognition as Professor Emeritus/Emerita serve as goodwill ambassadors for UAA and are invited to continue their engagement with the university in such areas as research, teaching, guest lecturing, mentoring new faculty and students, alumni activities, consulting on current UAA issues, sharing institutional memory, and generally promoting UAA as an institution of distinction.

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

Professor. Candidates for initial appointment or promotion to the rank of Professor must hold a terminal degree in the discipline or field and show clear and convincing evidence of an extensive record of high-quality and significant¹⁵ scholarly accomplishments in the responsibilities appropriate to their work assignments and the missions of their units. Candidates must have

¹⁵ Refer to section IV. *Evaluation of Faculty for Progression towards Tenure, Promotion, Tenure, and Post-Tenure Review* for the definition of quality and significance of scholarship.

gained recognition in their professional, craft or academic field by professional peers or community members external to the institution and demonstrate the likelihood of maintaining that stature.

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

Associate Professor. Candidates for initial appointment or promotion to the rank of Associate Professor must hold a terminal degree in the discipline or field and show clear and convincing evidence of high-quality and significant¹⁵ scholarly accomplishments in the responsibilities appropriate to their work assignments and the mission of their units. Candidates should demonstrate an emerging level of recognition within their professional, craft or academic field by professional peers or community members external to the institution.

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

Assistant Professor. Candidates for initial appointment at the rank of Assistant Professor must hold the appropriate professional or craft certification or terminal degree in the discipline or field and show evidence of achievement, or definite promise (as evidenced by discipline-appropriate expectations as detailed in unit and department level guidelines), of sustained professional

growth and contributions of high-quality and significance¹⁵ to the professional, craft, or academic field and the University.

Candidates for promotion to Assistant Professor must show clear and convincing evidence of continuous professional growth in producing high-quality and significant scholarly achievements within and among the components of faculty work for which they are responsible. This will include a sustained record of effectiveness in teaching; scholarly contributions of quality and significance to the unit and institution through university service and professional service; and evidence of promise for the continued contribution of high-quality scholarly achievements in both these components in support the mission of the unit and University.

Instructor. Candidates for initial and continuing appointment at the rank of Instructor must hold the appropriate professional or craft certification or terminal degree in the discipline or field and show evidence of, or promise for, sustained professional growth and development of high-quality and significant¹⁵ scholarly accomplishments in teaching and effective contributions to the unit and institution through a variety of university and professional service activities.

Definition of Tenure

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

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

It is the faculty member's responsibility to establish a case that supports the awarding of tenure. Therefore, a candidate must provide sufficient evidence to demonstrate that she or he has met or exceeded¹⁶ the unit and University criteria for the appointed rank; that this record of scholarly

¹⁶ The use of "met or exceeded" is not meant to imply a de facto standard that a faculty member must exceed the criteria to be promoted in rank or to be granted tenure. Meeting the established criteria is sufficient.

achievement has contributed to the unit and institutional missions; and that such scholarly accomplishments are likely to continue into the future.

Consideration of Time in Rank for Mandatory Tenure Review¹⁷

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

Initial appointment to the rank of Professor may be made with or without tenure. Faculty initially appointed to the rank of Professor without tenure shall be reviewed for tenure no later than the second consecutive year of service. Appointment to the rank of Professor may continue beyond the third year only with tenure.

Initial appointment to the rank of Associate Professor may be made with or without tenure. Faculty initially appointed to the rank of Associate Professor without tenure must be reviewed for tenure no later than the fourth consecutive year of service. Appointment to the rank of Associate Professor may continue beyond the fifth year only with tenure.

All non-tenured faculty members appointed to a tenure-track position at the rank of Instructor¹⁸ or Assistant Professor must be reviewed for tenure no later than the seventh consecutive year of service. Appointments to these ranks may continue beyond the eighth year of service only with tenure.

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

¹⁷ 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.

¹⁸ Note that UNAC-represented faculty members cannot be in a tenure-track position at the rank of Instructor.
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At the time of hire, a faculty member may negotiate up to three years of service from a prior institution be counted toward their faculty service at the University. New faculty hires should be notified of this possibility by their hiring unit administrator. Any prior years of service which are granted should be documented in the faculty member's initial letter of appointment.

Denial of Tenure

Faculty who are not awarded tenure by the end of their mandatory year of review shall be offered a terminal appointment for one additional year of service. If a faculty member chooses to stand for tenure prior to the mandatory year and the Chancellor's decision is to deny tenure, the faculty member may continue as a tenure-track faculty member, but may not stand again for tenure prior to the mandatory year.

VI. EVALUATION PROCESS AND REVIEW CYCLE

Introduction

The decision to grant tenure and/or promote a faculty member shall be based on the performance of the work that the faculty member has been employed to do, his or her performance with respect to unit and University expectations for high-quality scholarly accomplishments in accordance with faculty rank, and the broader responsibilities expected of all members of the faculty academic community (see Section III: Faculty Roles and Responsibilities). Although the review for promotion and tenure might happen simultaneously, the awarding of tenure and promotion in rank are two separate actions.¹⁹

Types of Evaluation

Annual Review. In an academic year or work year in which a tenure-track or tenured faculty member is not scheduled for comprehensive fourth year, tenure, promotion, or post-tenure review, the faculty member shall receive an annual review. The faculty member shall submit an Annual Activity Report or Annual Activity File in accordance with the applicable collective bargaining agreement. The evaluation will be completed by the Dean, Director, or designee, of the faculty member's unit, and in the case of community campus faculty members by the Campus Director or designee. The annual review should evaluate and provide feedback on the faculty member's performance. Where relevant, the review should include feedback on the faculty member's progress toward promotion and/or tenure.

¹⁹ Note that while these are two separate decisions, non-tenured faculty undergoing review for promotion to Associate Professor shall also be reviewed for tenure. Promotion to Associate Professor shall not be made without prior or simultaneous award of tenure.

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

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

Promotion Review. Tenure-track and tenured faculty being considered for advancement in rank shall receive a promotion review. The promotion review is a summative assessment of a faculty member's scholarly achievements in teaching, academic research or creative activity, and professional and university service, as appropriate to his or her appointment and position. The evidence for this review shall cover the time period since the candidate's most recent promotion review was initiated, or since initial appointment to a tenure-track position if there has been no promotion. The deciding factor in promotion decisions is whether the faculty member's scholarly achievements have met the established unit and University criteria so as to merit appointment at a higher academic rank. For this review, the faculty member will be required to submit a Full File.

Post-tenure Review. Tenured faculty undergo comprehensive post-tenure review periodically in accordance with the relevant CBA. The post-tenure review process should provide formative feedback to faculty to assist their continued development and production of high-quality and significant scholarly achievements. Where applicable, the post-tenure review should assess progress toward promotion. The faculty member will submit a Full File for this review, as described in this document and in the appropriate CBA. A post-tenure evaluation that is unsatisfactory at the conclusion of the review process requires a professional development plan and subsequent review in accordance with the provisions of the applicable CBA.

Faculty represented by UNAC undergo comprehensive post-tenure review by the unit peer committee and the Dean, Director, or designee once every six years. If evaluations by the unit peer review committee and the Dean, Director or designee are satisfactory, the review is complete and proceeds no further. If evaluation by either the peer review committee or the Dean, Director, or designee is unsatisfactory, the review proceeds to the university-wide committee and the provost. The review may proceed to the Chancellor only at the written request of the unit member.

Faculty represented by UAFT undergo comprehensive post-tenure review by the appropriate Dean, Director, or designee once every five years. If evaluation by the Dean, Director, or designee is satisfactory, the review is complete and proceeds no further. If the evaluation is unsatisfactory, the faculty member may request further review by the university-wide faculty review committee and the Provost. At any time prior to a scheduled evaluation, the faculty member's Dean, Director, or designee may, as a result of other evaluations, initiate the post-tenure review process. A comprehensive post-tenure review may also be conducted upon the written request of the faculty member.

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

Professor Emeritus Review. Faculty retiring from UAA may be nominated by peers or unit administrators for appointment to the rank of Professor Emeritus or Professor Emerita by peers (including faculty retirees and emeriti) or unit administrators. Self-nomination is not appropriate for Emeritus status, but candidates would be expected to provide assistance in developing the dossier. The nominator(s) will submit a dossier²⁰ providing documentation of scholarly and other achievements across the course of the candidate's career. The dossier will be reviewed by peer

²⁰ 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.

review committees, unit administrators, the Provost and the Chancellor. Based on the evidence presented, reviewers will determine whether the candidate has achieved a sustained record of outstanding scholarly and other accomplishments contributing to the mission, reputation, and quality of the University.

At a minimum, the dossier should include the candidate's curriculum vitae, voluntary and/or solicited letters of support, and selected documentation of accomplishments that define sustained, outstanding performance. Additional evidence may include, but is not limited to:

- Broad internal and, when appropriate, external support for the nomination.
- Past reviews that demonstrate consistent performance at or above expectations for the rank of Professor.
- Evidence of actions promoting UAA's reputation as an institution of quality and distinction.

For purposes of evaluation, a "sustained record of outstanding scholarly accomplishments" means that there is substantial evidence of maturity and growth over time. The record should show significant impact on and relevance to both academy and society, and serve as an example for others. Largely, this determination will be made by peers and administrators at the unit level, where the criteria for "outstanding" will be defined.

Review Cycle

Except in the case of a mandatory review, the candidate has the responsibility of notifying the unit Dean or Director, and if applicable the Campus Director, of his or her intent to stand for promotion and/or tenure in the next academic year. Notification must be made in writing and before the end of the current appointment period.

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

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

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

A candidate undergoing a mandatory comprehensive post-tenure review may use either the unit faculty evaluation criteria in effect during the candidate's first academic year of service after his or

her last major review (i.e. tenure, promotion, or comprehensive post-tenure review), or the unit faculty evaluation criteria in effect the year of the required post-tenure review.

Faculty who have questions about the faculty evaluation policies and procedures that apply in their particular circumstance should consult the Office of Academic Affairs.

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

a. Annual Review.

Faculty will submit their Annual Review File to the office of the Dean or Campus Director in accordance with the calendar published by the Office of Academic Affairs.^{Error! Bookmark not defined.} The annual review is conducted by the appropriate Dean, Director, or designee as provided in the applicable collective bargaining agreement.

b. Comprehensive Fourth Year, Promotion, and Tenure Review

Candidates will submit their Full File to the office of the dean or campus director in accordance with the calendar published by the Office of Academic Affairs.²¹

The faculty evaluation process will then proceed as follows:

- a) Campus Director (for community campus faculty only)
- b) Unit peer review committee(s) in accordance with the unit guidelines
- c) Dean
- d) University-wide Faculty Evaluation Committee
- e) Provost
- f) Chancellor (except in the case of Fourth-Year Comprehensive review, which will proceed to this level of review only at the request of the faculty member)

c. Comprehensive Post-Tenure Review

Candidates will submit their Full File to the office of the Dean or Campus Director in accordance with the calendar published by the Office of Academic Affairs.^{Error! Bookmark not defined.}

The faculty evaluation process will then proceed as follows:

- a) Faculty represented by UNAC will be reviewed by the unit peer review committee and the Dean, Director, or designee. If these reviews are satisfactory, the review is complete and

²¹ The calendar will be established in conformity with the requirements of the Collective Bargaining Agreements between the UAFT and the University of Alaska and between the UNAC and the University of Alaska.

proceeds no further. An unsatisfactory review by either the peer review committee or the Dean, Director, or designee will proceed to the University-wide Faculty Evaluation Committee and the Provost. The review may proceed to the Chancellor only at the written request of the faculty member.

- b) Faculty represented by UAFT will be reviewed by the appropriate Dean, Campus Director, or designee. If the review is satisfactory, it is complete and proceeds no further. If the review is unsatisfactory, the faculty member may request further review by the University-wide Faculty Evaluation Committee and the Provost.

Promotion and Tenure Review Process for Faculty with Joint Appointments

If a faculty member has a joint appointment with 50% effort assigned to each of two promotion- and tenure-granting academic units, then the faculty member may initiate his or her application for candidacy in either unit. The evaluation review file will be submitted to unit peer review committees and the Dean, Director, or designee for each unit in accordance with the type of review and the relevant CBA. The file is reviewed first in the unit in which the candidate initiated the process. The resulting findings and recommendations will be inserted into the file and provided to the candidate before the file proceeds to the second unit for review by the peer review committee and the Dean. The recommendations by the second unit will be inserted into the file and provided to the candidate before the file proceeds through the remaining levels of review.

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

Right of Grievance and Complaint

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

A UNAC-represented faculty member may appeal the final decision of a completed review via the grievance process or complaint process set forth in the applicable article of the Collective Bargaining Agreement between the UNAC and the University of Alaska.

A UAFT-represented faculty member may appeal the final decision of a completed review via the grievance procedure set forth in the applicable article of the Collective Bargaining Agreement between the UAFT and the University of Alaska.

Full and Abbreviated Files²²

Candidates need to provide accurate, thorough, and clear documentation of achievements for review at the departmental, college, and university levels. Faculty members who are candidates for comprehensive fourth year, tenure, promotion or comprehensive post-tenure review shall prepare a complete Full File that describes and documents their scholarly achievements in each of the three components of faculty responsibilities, teaching, academic research or creative activity, and professional and university service, appropriate to their position and appointment. Faculty members scheduled for annual review shall submit an annual activity file as specified in the applicable collective bargaining agreement.

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

At the time of his or her response to a review, the candidate may submit additional evidence or documentation that was not available at the time of submission if it is related to scholarly accomplishments previously included and documented in the file.

It is strongly encouraged that files be submitted in digital or electronic format. The University is likewise strongly encouraged to develop an appropriate system for consistently creating and managing electronic files.

a. Full File

The Full File showcases a faculty member's scholarly achievements and provides evidence supporting scholarly accomplishments in the responsibilities of teaching, academic research or creative activity, and professional and university service. The file makes faculty work visible by creating a coherent narrative for reflecting upon, documenting, and assessing scholarly achievements in each of these areas. However, in evaluating a faculty member's scholarly

²² The concept and description of the Full File and its development has been adopted with significant modifications from the Retention, Tenure and Promotion Guidelines of the California State University-Monterey Bay.

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Revised (new date)

achievements, it is more important to focus on the criteria of quality and significance than on categorizing the work or achievement.

Candidates undergoing comprehensive fourth year, tenure, promotion, or comprehensive post-tenure review shall prepare a Full File that highlights a selective sample of their scholarly work, with narrative sections that provide context and continuity for the selected materials. The file has three sections and shall include:

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

2. Section I: Introductory materials, including:

- a) Initial Letter of Appointment, if necessary for documenting prior years of service;
- b) Curriculum Vitae;
- c) Verification of certificates, licenses and degrees (not required for post-tenure review)
- d) Annual Workloads for the period under review, signed by the candidate and the appropriate designated administrators;
- e) Annual Activity Reports for the period under review, signed by the candidate and the appropriate designated administrators;
- f) Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review; and
- g) Copies of findings and recommendations from the most recent annual, comprehensive fourth year, tenure, promotion or post-tenure review(s), whichever are applicable.

3. Section II: Self evaluation; and

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

- a. Within the teaching section of the file, candidates are required to include:
 - i. All student evaluations from the period under review (or for all years of service if candidate has been in faculty rank fewer than six years), and;
 - ii. a selected example of syllabi from each of the courses he or she has taught. In the case of community campus faculty, or others, who have taught more than eight different and separate courses during the review period, selected representational examples should be included to reflect the scope of content and/or disciplinary areas.

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

b. Annual Review File

Tenure-track faculty scheduled for annual review shall prepare an abbreviated file. The file shall contain:

- 1. Curriculum Vitae;
- 2. Brief self-evaluation narrative;
- 3. Annual Activity Report for the past year;
- 4. Additional documentation at the discretion of the faculty member.

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

c. Descriptions of Full File Elements

Table of Contents and Introductory Materials

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

Self Evaluation

The Full File shall include an integrative narrative, of no more than five pages, that synthesizes and interconnects the candidate's scholarly achievements within the context of her or his professional goals and aspirations as outlined in the relevant scholarly agenda(s), and the actual designated responsibilities outlined in the relevant workloads and activity reports for the period under review. Furthermore, the integrative narrative should draw together the sections of the file and tie the faculty member's scholarship and scholarly achievements during this period to the Department, Unit, and University mission and goals. The candidate should discuss achievements outside of the period of review only for the explicit purpose of demonstrating consistency of

performance. Such discussion should be brief. The narrative should emphasize collaborative, interdisciplinary, engaged or integrative activities when these have been a part of the faculty member's scholarship. It shall also provide an opportunity to reflect on professional growth and accomplishments in accordance with unit and University criteria of high-quality and significant scholarly work for tenure and promotion, as well as the criteria of the appropriate faculty rank that is the focus of the review.

File Sections

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

Evidence shall consist of carefully selected examples of the candidate's most accomplished scholarly work, not an exhaustive compilation of materials. Nevertheless, the selections must be sufficient to make it possible to document a consistent pattern of quality scholarly achievement over time. Documentation within each of the file sections shall focus on the quality and significance¹⁵ of the scholarly activity using an appropriate combination of narrative and illustrative materials. It shall focus on documenting the scholarly activities and accomplishments of the individual faculty member rather than on documenting the generalized results of a project or a program. Similarly, in documenting collaborative scholarly work, the faculty member shall focus on his or her personal role and contributions to the collaborative process and outcomes. Candidates are encouraged to highlight scholarly activities which represent integrative, interdisciplinary, collaborative, or engaged work, as well as those activities that make significant contributions to the attainment of department, unit/campus, or University missions or goals.

d. Descriptions of Annual Review Elements

Self-Evaluation

The Annual Review shall include a brief self-evaluation that synthesizes the candidate's scholarly achievements and contributions in each area of responsibility, in accordance with their workload agreements during the period of review. The self-evaluation shall also summarize progress toward tenure or promotion, where applicable, as well as progress in any areas identified from previous recommendations as needing improvement.

Optional Selected Documentation

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

Review and Approval of Changes to University-wide Faculty Evaluation Policies and Procedures

Any faculty member, administrator, academic unit, administrative unit, or faculty union may propose changes to these policies and procedures using the following process.

A proposed change is to be submitted in writing to the Provost. The Provost will coordinate a review of the proposed change by the University administration, the University-wide Faculty Evaluation Committee²³, and UNAC and UAFT. The Provost will share any suggestions for modifications and other comments with the proposer of the change. A proposed change will be implemented only upon the approval of the Provost, the UAA Faculty Senate, UNAC, and UAFT.

Relationship of Unit Documents to University-wide Faculty Evaluation Policies and Procedures

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

- Establish comprehensive unit-specific evaluation guidelines and procedures for all facets of the faculty evaluation process, including hiring; annual and comprehensive fourth-year reviews; and promotion, tenure, post-tenure, distinguished, and emeritus reviews. Unit guidelines may authorize the development of department and division-level guidelines to ensure the inclusion of disciplinary, craft, or professional perspectives.
- Establish unit policies and procedures that ensure the inclusion of community campus faculty representation on peer review committees generally, and for the specific cases where unit committees will be reviewing the file of a community campus faculty member.
- Establish policies and procedures for ensuring that all faculty and administrators who serve as reviewers have received the required mandatory reviewer training in accordance with these policies and procedures (see section VII. Roles and Responsibilities of Reviewers).

²³ The UAA Faculty Senate's University-wide Faculty Evaluation committee is charged with advising the Provost and the Senate on promotion and tenure guidelines.

- Establish performance expectations for each rank. These expectations must conform to University Faculty Evaluation Policies and Procedures, Board of Regent's policies, and other relevant governance and regulatory policies and guidelines.
- Ensure that the unit faculty evaluation guidelines conform to the University Faculty Evaluation Policies and Procedures with special regard to the mission of the University and its regulatory documents; the definition of scholarship; the focus on community engagement in its variety of forms; the responsibilities of faculty; the criteria for assessing the quality and significance of scholarship; and the standard procedures for faculty evaluation. Conforming unit guidelines will use the University-wide aspects of teaching, categories of academic research and creative activity and the categories of public, professional and university service as the basis for amplification and detailing of the range of faculty scholarly work appropriate to the profession, craft, or discipline and unique mission of the unit. Unit guidelines should, for example, define appropriate evidence of academic research and creative activity (such as journal publications or musical compositions), appropriate methods of external review of the evidence (such as peer review or critical review), and appropriate avenues of dissemination for artifacts (such as class A journals or juried exhibitions).
- Develop profiles establishing unit expectations for faculty performance at each rank, including Emeritus, and for post-tenure review in the areas of faculty responsibilities of teaching, academic research and creative activity, and public, professional and university service, with expectations of continuous growth and productivity reflected in the profiles. This must include specific profiles for community campus faculty members, when they are reviewed by the unit. Faculty from the community campuses must be substantively involved in the development of the faculty profiles within the unit, and shall lead the development of the profiles specific to their work. Provide specific examples of acceptable evidence and forms of documentation for each area of faculty responsibilities.
- Submit unit guidelines and procedures through the appropriate Dean to the University-wide Faculty Evaluation Committee and Provost for review and approval as described below.

Relationship of Departmental Documents to Unit Documents

With unit authorization, a department may develop department-specific guidelines. These guidelines may include procedures for departmental peer review if the department has a sufficient number of faculty members to conduct such reviews in a fair, rigorous, and on-going manner. If a department opts to establish departmental review, the resulting guidelines for faculty evaluation must be in accordance with and aligned to unit guidelines and University-wide policies and procedures. The department will be expected to establish comprehensive department-specific evaluation profiles and guidelines that parallel those of the unit with respect to outlining the scope and range of faculty scholarly work; establish profiles of expectations for

rank; and delineate acceptable forms of evidence and documentation appropriate to the profession, craft, or discipline.

All departmental guidelines must be submitted through the authorizing unit and the appropriate Dean to the University-wide Faculty Evaluation Committee and the Provost for review and approval as described below.

Review and Approval of Unit and Departmental Documents

All proposed unit and departmental documents are initiated by unit or departmental faculty and forwarded through the appropriate route to the University-wide Faculty Evaluation Committee²³ and the Provost. Each level may review and comment in writing on the proposed documents. Any comments will be shared with prior levels of review and the originating unit or department.

The University-wide Faculty Evaluation Committee will review the proposed documents and any comments and recommend approval or disapproval to the Provost. Should the University-wide Faculty Evaluation Committee recommend disapproval, it will provide the Provost and previous review levels written reasons for its recommendation. Should the Provost not approve the proposed documents, the Provost will provide in writing specific reasons for the disapproval and suggestions for changes needed to obtain approval to all prior levels of review and the originating unit or department.

Prior to a decision to approve proposed documents, the Provost will share the documents with the appropriate leadership of the UAFT and UNAC for their review and comment and will consider those comments in the decision. The UAFT and UNAC will respond to any request for review in a timely fashion.

The approval of unit and departmental guidelines through the faculty evaluation system supports the continuity of and adherence to the departmental guidelines by subsequent levels of review over time and helps ensure conformity to the university-wide Faculty Evaluation Policies and Procedures.

VII. ANNUAL WORKLOADS AND ACTIVITY REPORTS

Introduction

Two key documents serve to guide, support, and document the faculty member's career development and accomplishments: the Annual Workload and the Annual Activity Report. While these two documents are complementary, they are distinct. Together, they strive to

balance and guide the complex and necessary interplay between the individual faculty member's scholarly and professional goals and pursuits and the needs, goals, and mission of the University. When combined with the integrated narrative of the scholarly file²⁴ the two documents provide a view of the faculty member's career plans and goals, short-term work and accomplishment in relationship to those goals, and a view of future steps.

Faculty members may also find the scholarly agenda, described in more detail in Appendix I, to be a useful tool for planning and explaining their work beyond the planning and explanation already represented by their workload, activity report, and self-evaluation. While the use of a scholarly agenda is not required, faculty members who find it useful are encouraged to include it in their review file.

Annual Workload²⁵

Individual faculty members shall confer with the department chair, Campus Director or President, or designated administrator in order to prepare the proposed workload. To ensure this workload development process strikes a balance between the individual member's academic freedom and professional aspirations, and the unit's operational requirements, it must:

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

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

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

Annual Activity Report

The Annual Activity Report provides a summary of the outcomes of a faculty member's work in a given year. It is directly connected to and viewed in the context of the Annual Workload.

²⁴ See the discussion on p. 33.

²⁵ The process for developing and approving the annual workload is detailed in the Collective Bargaining Agreements between the UAFT and the University of Alaska and between the UNAC and the University of Alaska. Faculty members and University administrators should refer to and follow the governing collective bargaining agreement in the development of workloads.

VIII. ROLES AND RESPONSIBILITIES OF REVIEWERS AND CANDIDATES

Introduction

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

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

The candidate under review has the responsibility to adhere to the policies and policies and procedures, including notifying administration of intent (except for mandatory reviews), and developing and submitting a file appropriate to the type for review.

Election and Composition of Peer Review Committees²⁶

a. Eligibility

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

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

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

²⁶ Review committee members must meet the requirements of the Collective Bargaining Agreements between the UAFT and the University of Alaska and between the UNAC and the University of Alaska.

The decision of the department, unit, and University faculty committees to recommend or not recommend promotion, tenure, or progression towards tenure must be based on the committee members' review of the evidence presented in the candidate's file.

Faculty evaluation committees may determine whether discussions will be open or closed to the public and the candidate. The vote of the peer review committee, however, shall be closed to the public and the candidate.

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

b. University-wide Faculty Evaluation Committee

The guidelines establishing the selection process and composition of the University-wide Faculty Evaluation Committee (UFEC) shall be determined by the UAA Faculty Senate, subject to the approval of the UAA Chancellor.

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

- Review and recommend policies on appointment, reappointment, tenure, promotion, and termination of faculty;
- Review department, division, and unit evaluation policies, procedures, and criteria for consistency with the University policies outlined herein, and make recommendations regarding revisions, and approval/non-approval to the Provost.
- Review the recommendations of the previous levels of review to examine their consistency in applying unit and University policies and procedures and policies;
- Provide a University-wide, institutional-level perspective in the evaluation of faculty under review and make recommendations to the Provost.

Ethical Standards for Reviewers

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

Reviewers may not move, remove, or copy any portion of the evaluation review file, including all material submitted by the candidate in the file.

Reviewers must disclose to the committee any potential for conflict of interest in a particular case. Committee members must use due diligence in considering whether recusal is warranted. Conflict of interest disclosures and committee decisions regarding recusal must be included in the committee report of findings and recommendations. The candidate will be informed of the members of their review committees in a timely fashion and may request recusal of a member of a review committee based on possible bias or personal interest in a timely fashion. In the case of a disagreement about the possible recusal of a review committee member, the Provost or designee will make a determination based on the evidence of bias or personal interest presented by the committee member and candidate.

Ethical Standards for Candidates

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

Mandatory Training of All Reviewers

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

Continuous Renewal

To ensure the continuous renewal and enhancement of the faculty evaluation processes within the University, each level of review will provide copies of their findings and recommendations, as

well as any response made by the faculty member being reviewed to the succeeding level of review and to the levels of review that preceded them in the review process. This will assist each level of review in enhancing its processes, examining and considering evidence, and rigorously, fairly, and consistently applying unit and University criteria for quality and significance of scholarly work. All reviewers are reminded that the material being shared is only to be used for the purposes of conducting the review and normalizing interpretation of review guidelines, policies and procedures and criteria across multiple levels of review.

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

Appendix I – The Scholarly Agenda²⁷

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

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

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

- What are the current intellectual, creative, craft, or professional practice questions, issues or problems with which I am currently engaged or want to be engaged?
- What are my long-term goals for making contributions to these questions, issues or problems through my teaching, academic research or creative activity, professional or craft practice, community engagement, and professional and university service?
- What are my general responsibilities as a faculty member and what relative emphases should I place upon teaching, academic research, creative activity, professional or craft practice, community engagement, and professional or university service?

²⁷ 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.

- How do these scholarly activities relate to and enhance departmental and unit missions and programmatic goals, and the larger University mission?

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

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

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

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