Memorandum

TO: Promotion and Tenure Committee Chair Dr. Shuster
FROM: Senior Vice President Helen Whippy
RE: Appropriate and Terminal Degree Requirements

This is a re-issuance of the listing of approved appropriate and terminal degree requirements for the various programs and disciplines at the University of Guam. It updates the previous memorandum dated February 20, 2005.

Background

Rules, Regulations, and Procedures Manual, Article V. C.:

A faculty member may be considered for promotion or tenure only by self-application. Promotion and tenure procedures are specified in the BOR/Union Agreement (2008). The UOG Comprehensive Faculty Evaluation System approved by the Board of Regents shall provide a framework for promotion and tenure decisions. Annual performance evaluations by the appropriate administrative supervisor of the College and the evaluations by peer review committees shall constitute important evidence of the quality of a faculty member's performance. Under no circumstances will a faculty member be granted promotion or tenure without clear documentation of excellent performance in his or her primary role.

13. Minimum Criteria for Promotion
a.   Promotion to Instructor or Extension Agent II
     (1) A master's degree.
     (2) Time in rank at the University of Guam as specified in the BOR/Union Agreement
     (3) Major accomplishments in the candidate's primary role and at least satisfactory accomplishments in all other roles for which he or she has been evaluated.

b.   Promotion to Assistant Professor or Extension Agent Ill
     (1) Appropriate degree.
     (2) Time in rank at the University of Guam as specified in the BOR/Union Agreement
     (3) Major accomplishments in the candidate's primary role and at least satisfactory accomplishments in all other roles for which he or she has been evaluated.
     (4) The weight of the evaluation assigned to Creative/Scholarly Activity or Research must be a minimum of 10% when averaged over the previous three years or since the last promotion at UOG.

c.   Promotion to Associate Professor or Extension Agent IV
     (1) A terminal degree as defined by the University Academic Affairs Committee [Faculty Senate] and approved by the Vice President Academic Affairs [Senior Vice President], is required of applicants appointed to a faculty position after April 30, 1995.
     (2) Time In rank as specified In the BOR/GFT Agreement.
     (3) Excellent accomplishments in all roles for which the candidate has received percentage evaluation allocations since employment or the last promotion at UOG, whichever was most recent. The evaluation of the roles may carry the average percentage weights agreed to with the appropriate administrative supervisor since employment.
     (4) The weight of the evaluation assigned to Creative/Scholarly Activity or Research must be a minimum of 15% when averaged over the previous three years or since the last promotion at UOG.

d. Promotion to Professor or Extension Specialist
   (1) Appropriate terminal degree.
   (2) Time in rank as specified in the BOR/GFT Agreement.
   (3) Excellent accomplishments in all roles for which the candidate has received percentage evaluation allocations since employment or the last promotion at the University, whichever was most recent
   (4) The weight of the evaluation assigned to Creative/Scholarly Activity or Research must be a minimum of 25% when averaged over the previous three years or since the last promotion at UOG.

On October 11, 1984, the Academic Vice President approved the definition of "terminal degree" as "A terminal degree is defined as the generally recognized (by major universities or professional societies) final grades or step in an academic discipline relevant to the Department's program." An "appropriate degree" is one that is in the discipline or area of the position and that satisfies the hiring criteria to be appointed to a faculty position by a search committee. AU degrees must, in addition, be earned degrees and be awarded from a U.S. accredited Institution or international equivalent.

Current Rules

Currently, The University's policy for hiring faculty members is

"A Preference shall be given to persons who have earned a terminal degree. Except as otherwise provided in these rules and regulations, the master's degree shall be a minimum requirement.

Regular, full-time faculty members shall be compensated in accordance with the salary schedule established by the Board of Regents.

The Master's degree is the appropriate (minimum) degree for hiring at the Instructor/Extension Agent II ranks and the terminal degree is the appropriate (minimum) degree for hiring at the assistant professor and higher ranks. The Bachelor's degree is the appropriate (minimum) degree for hiring at the Assistant Instructor/Extension Agent I level."
(RRPM, Article V. A. 3).

Here are the current specifications:

Program or Discipline	Appropriate Degree *	Terminal Degree *
Mathematics	Masters in mathematical science or related field	Doctorate in mathematical science, mathematics education or related field
Chemistry	Masters in Chemistry or as recognized by the department at time of hire	Doctorate in Chemistry or related field
Education	Ph.D. or Ed.D.	Ph.D. or Ed.D.
Business	Ph.D.	Ph.D. or D.B.A.
Law	J.D. plus pass the bar exam; L.L.B. plus pass the bar exam	Ph.D., J.D. plus Bachelors plus pass the bar exam.
Accounting	Masters plus CPA professional certificate	Ph.D., DPA, DBA
Agriculture	Masters degree in agriculture or appropriate science	Ph.D.
Consumer/Family Science	Masters degree in related field	Ph.D.
Research units (all)	Ph.D. in appropriate field as determined by hire	Ph.D.

Counseling (Student Services)	Masters in counseling or related field	Ph.D. or Ed.D. in counseling or related field
Nursing	Masters (MA or MS) in Nursing or related field	Ph.D., D.Ns, or M.D.
Social Work	MSW	Ph.D., D.S.W., or doctorate in a related field
Fine Arts	MFA	MFA, Ph.D. or doctorate in a related field
English and Applied Linguistics	Ph.D., Ed.D., or D.A. in Allied Linguistics/TESL, Rhetoric, Composition, English Language Pedagogy, or Masters in Applied Linguistics, TESL, Composition, Reading, Literature emphasis but with experience in Composition, TESL or Language Pedagogy.	Ph.D., Ed.D., or D.A.
PE	MA/MS with specialty in skills area, Ph.D., Ed.D.	Ph.D. or Ed.D. in related field
Modern Language	Ph.D. or Masters in Teaching a Second Language	Ph.D.
Micronesian Languages	M.A. degree in an area of Micronesian Studies, Pacific Studies, Linguistics, or another closely related field	M.A. degree in an area of Micronesian Studies, Pacific Studies, Linguistics, or other closely related field
Anthropology	MA/MS in anthropology or related field	Ph.D.
Communication	MA/MS in communication or related field	Ph.D.
History	MA/MS in history or related field	Ph.D.
Japanese Studies	MA/MS in related field	Ph.D.
Philosophy	Ph.D.	Ph.D.
Political Science	Ph.D.	Ph.D.
Psychology	MA/MS in psychology or related field	Ph.D.
Sociology	MA/MS in sociology	Ph.D.
Biology	MS in biology	Ph.D.
Computer Science	MS/MA in computer science or related field	Ph.D.
Extension Agents	Masters degree	Ph.D.

Note: to be either appropriate or terminal, the degree must be in the field (or closely related and recommended by the faculty) in which the faculty member is hired.

Procedure for Changes/Additions/Updates

In the event a program or department wishes to establish or change the terminal or appropriate degree specifications for their discipline or program, the faculty must provide supporting documentation and a rationale together with a recommendation to the College AAC, who will recommend to the Dean, who will recommend to the Faculty Senate, who will recommend to the Senior Vice President who makes the determination.

Copy: Deans; Directors; HRO; Vice Presidents

University of Guam

REVISED
COMPREHENSIVE FACULTY EVALUATION
SYSTEM DOCUMENT

As approved by the University of Guam Board of Regents
December 16, 1999

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COMPREHENSIVE FACULTY EVALUATION SYSTEM

The faculty and the administration of the University of Guam agree that successfully fulfilling the University's mission depends on maintaining and developing a faculty or high quality. Faculty evaluation is an essential part of that process. The Comprehensive Faculty Evaluation System set forth below has been developed by the Faculty Evaluation Committee, utilizing information provided by those who will be directly affected by its use -- the faculty. It is important to underscore the fact that this evaluation process is a tool, and like all other tools it does not have a life apart from the people who use it. The data generated by the evaluation process require soundly reasoned interpretation within a framework of basic fairness and professionalism. This system will provide a consistent conceptual framework for all types of faculty evaluations.

PURPOSE AND APPLICATION

One of the reasons for the existence of an evaluation process is to assist individual faculty members in assessing their professional performance. Another is to provide a clear picture of a faculty member's performance based on a variety of information evaluated by a number of people.

The information given by the measuring system will be used for three purposes: 1) It will help identify effective faculty characteristics and practices; 2) It will identify faculty areas of performance which may need improvement or further examination; 3) It will assist the University in developing a written, long range plan for addressing faculty development and remediation needs, and in making decisions about retention, promotion, tenure, salary increment, and meritorious bonuses.

When an area of performance is identified as deficient it is the obligation of the appropriate administrator and the faculty member to develop and implement a written plan for improvement. The faculty member is expected to work energetically toward improvement and the administrator is expected to provide the necessary guidance, counseling, and support. Adverse actions will not be taken against any faculty member in relation to academic performance without an adequate opportunity for improvement (at least one year following the first notification of deficiency).

All faculty evaluations, including but not limited to increments, continuing employment, promotion, tenure, and post-tenure reviews shall be conducted by the process outlined in this document. Evaluations of part-time faculty will be conducted pursuant to the terms of the part-time faculty employment contract.

BASIC ASSUMPTIONS

1. Faculty members are professionals who desire to perform well. Thus, the evaluation system is formative in nature and should be viewed as a positive experience for all concerned. Anxiety about the instrument should be kept to a minimum.

2. Evaluation cannot be separated from faculty development. If faculty members are to maintain, as well as to improve performance, they may expect assistance from the administration of the University.

3. Individual faculty members are most effective in contributing to the mission of the University when they are able to specialize to some extent. Consequently, teaching, creative/scholarly activity and research, service, and other roles are not necessarily equal for individual faculty members. Therefore, the evaluation process recognizes the multiple roles of individual faculty members by reflecting differing responsibilities. The individual faculty member, the faculty work unit, and the appropriate administrator will consult to determine the particular roles for which will be evaluated and what weight each role will carry in the total evaluation process. The agreed-upon weights, noted as percentages, will be specified in writing and will form the framework within which evaluation takes place.

4. While the faculty evaluation process will be used uniformly throughout the University, it is not centralized to the extent that specific concerns and goals of each of the colleges and divisions cannot be effectively reflected in the instrument.

5. It is recognized that any instrument of evaluation must be subject to modification, adjustment, and perhaps major change. The Faculty Evaluation Committee will continue to monitor and recommend improvements.

6. Approved instruments must be used to elicit routine student evaluations of teaching in all UOG credit-bearing courses. These evaluations will be used as one of several elements of evidence in this comprehensive faculty evaluation system and should be looked at over time for each faculty member. Different evaluation instruments may be used for workshops or non-credit courses and instruction.

7. Collegiality is essential to the effective and efficient operation of the University. As a colleague and a member of the profession, the professional employee has obligations that derive from common membership in the community of scholars and teachers. Collegiality is the ability to work in a professional manner with one's associates. In the exchange of criticism and ideas, the professional employee shows due respect for the opinions of others, solves for objectivity in professional judgment of colleagues, and accepts an equal share of responsibilities for the academic operation and governance of the University.

   The faculty member promotes a climate in which the exercise of professional judgment is encouraged. The faculty member recognizes that academic freedom brings with it academic responsibility. For information and details concerning responsibilities in this area see Appendix II - Professional Commitment & Responsibility. Therefore, the faculty member accepts the obligation to exercise self-discipline and critical judgment in using, extending, and transmitting knowledge, and to practice intellectual honesty. All of this is a part of collegiality.

   When evaluating any of the faculty roles, collegiality will also be considered in relation to that role.

8. The University of Guam is committed to the institutional standards of the Western Association of Schools and Colleges. Standard One states, "There is no norm of greater value for educational institutions than academic freedom." Academic Freedom is defined in the 1999 BOR/GFT Agreement, Article IV, l, a, b and c. (page 6).

<center>CRITERIA FOR ROLES</center>

1. Instruction
   In judging the effectiveness of teaching, the reviewers should consider such points as the following: Command of the subject; competence in oral and written communication; continuous growth in academic field; ability to organize material and to present it with conviction and logic; the linking of course objectives to student evaluation techniques; capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge; grasp of general education objectives; sensitivity to and ability to interact effectively with students from diverse cultural backgrounds; ability to foster critical thinking skills in students; spirit and enthusiasm which vitalize learning; ability to provide student assignments which are relevant and which allow students to apply their knowledge; ability to facilitate progressive improvement in student class work; ability to arouse curiosity in the beginning student and to stimulate advanced students to creative work; personal and professional attributes which advance teaching and demonstrate concern for students; excellence in advising students; and skill and amount of participation in the general guidance and advising of students; and ability to lead and to assist students in extra-curricular activities.

   The reviewers should pay due attention to the variety of demands required by the types of teaching called for in various disciplines and at various levels, and should judge the total performance with proper reference to assigned teaching responsibilities. The reviewer should clearly indicate the sources of evidence on which the appraisal of teaching performance has been based. It is the responsibility of the reviewers to submit an evaluation, accompanied by evidence from a number of sources, concerning the teaching effectiveness at lower-division, upper-division, and graduate levels of instruction, as appropriate.

   The basic areas of instruction that may be evaluated are: 1) Course design and curriculum or program development; 2) Instructional delivery; including Instructional Technology development and use of technology in the classroom/distance education initiatives; 3) Content expertise; 4) Student and student club assistance and advisement. Certain elements or combinations of elements should be chosen for each area to provide

evidence of accomplishments. Any particular element should be used only once and should receive reasonable weighting in the total evaluation. An over-reliance on any one element is to be avoided.

No single set of satisfactory criteria can be described: however, significant elements of evidence of teaching effectiveness are listed in this Comprehensive Faculty Evaluation System.

In judging the effectiveness of teaching, classroom visitations or other suitable observations are encouraged. Classroom visitations or other suitable observations must be coordinated between the faculty member and the evaluator.

A faculty member may not use the same activities, materials, or evidence to fulfill both this role and other roles.

2. Creative/Scholarly Activity or Research
Evidence of creative/scholarly activity or research shall include but not be limited to scientific and experimental activities; reports or proposals as a result of the collection of data; scholarly investigation, interpretation or analysis; translations; the popular exposition of scientific or technical knowledge; the development of materials for training professional or paraprofessional staff, directing academic projects; writing and administering grants; participation in professional meetings and conferences; the development of classroom-specific techniques and materials; creative production in the arts and in other areas as listed in the Comprehensive Faculty Evaluation System. The results of such scholarship shall be written and disseminated to or produced and exhibited before professional colleagues, on the local level as well as to national and international audiences in order to broaden professional exposure.

Reviewers shall seek evidence of consistent productive and creative activity in the candidate's scholarship or original productions. Publications should be evaluated upon quality of publication and their value to the constituents. Publications and other accomplishments should be evaluated, not merely enumerated. Works which are formally reviewed or assessed by professionals in the field are to be valued over those which are not. Presentations at professional organizations and service as an officer or on a board should be valued over attendance at meetings. Account should be taken of the type and quality of activity normally expected in the candidate's field.

When published work, grant writing, or the creative activity is the product of joint effort, each author of the work shall make a written statement, when possible, concerning the contributions of other authors. It is the responsibility of the appropriate administrative supervisor to assess as clearly as possible the role of each contributor to the joint effort.

Textbooks, reports, circulars, and similar materials, or contributions by candidates in the professional school faculties to professional literature or to the advancement of professional practice or to professional education, may be put forward as creative or scholarly work for the purposes of this evaluation system. In such matters as developing new courses, performing research for teaching, etc., the applicant should present concrete evidence such as written texts, expanded syllabi, bibliographies, outlines, reports and similar original material. Any materials or reports developed should have been disseminated to professionals and be permanently available to other professionals.

Concrete evidence of creation and/or performance is required in the areas of the visual arts (e.g., publicly exhibited paintings, ceramics, sculptures), music and dance (composition and public performance), drama (writing, performance, design, or direction), and literature (publication or readings). This will be judged by professionals competent in the respective field. Evidence of professional peer evaluation should be presented by the candidate.

In evaluating a candidate's qualifications in creative scholarly activity or research the reviewers should exercise reasonable judgment and flexibility. The following guidelines should be used in making evaluations of artistic or creative work: 1) When the strong point of the creative activity lies in the scholarly research involved, the research should be demonstrably equal in quality to the type of research published in academic

publications; 2) When the creative activity is a cooperative venture, the procedure for evaluating joint work should be followed.

Inevitably there will be cases in which the value of a creative or scholarly work cannot be measured by objective standards. In these cases, professional judgment and fairness must be the measure, subject to due process and review. Creative/scholarly activity or research outside one's field cannot be used exclusively to satisfy the requirements in this role.

The basic areas of creative/scholarly activity or research that may be evaluated are: 1) Normative, empirical, and applied research including classroom or extension research; 2) Creative activity; 3) General scholarship; and 4) Professional activities, including the development of proposed legislation, administrative rules, public notices, legal briefs, and technical reports used by public and private organizations; and 5) Publishing done by faculty in University-sponsored textbooks, journals, conference proceedings and related materials.

A faculty member may not use the same activities, materials, or evidence to fulfill both this role and other roles.

3. Extension and Community Activities
   Note: this may be a primary role for CALS, CCE-OP Faculty or other units with assigned responsibilities in these areas.

   An extension or community role encompasses a broad range of educational activities. Successful extension or community teaching will include the ability to organize material, to make it interesting, and to present it at a level appropriate to the audience.

   Faculty should show an ability to use a variety of teaching methods and materials. Handouts used should be accurate, clear, and easy to read. AV materials used should be at the appropriate level for the audience, and contribute to learning objectives. The extension faculty member should have a good command of the subject matter.

   Evidence of extension activity effectiveness will vary depending upon the program objectives. In some programs, evidence of success may lie in the quality of the problem solution and the degree to which individuals, groups, and communities develop problem-solving skills. In other programs, effectiveness will be measured by the degree to which the clients have mastered the content or desired competencies. In still others, effectiveness will be gauged by the number of persons reached, the amount of information distributed, the accuracy of the information, and measurable changes in attitude and behavior.

   Criteria for success in directing or coordinating programs or projects will include completion of the activity schedule in a timely manner. The faculty member should show evidence of progress toward, or completion of objectives, as well as adherence to the budget for the programs or projects.

   Working with volunteers is often a part of an extension faculty member's job. The faculty member should be able to motivate and manage volunteer activities to the advantage of both the institution and the volunteer. Overall volunteer satisfaction, degree of volunteer accomplishment and the type and number of volunteers are possible measures of success. Other extension activities may include interagency coordination or service on government or community boards, committees, and commissions. Accomplishment may be documented by activity reports and evaluations by peers and public representatives.

   The basic areas of Extension and Community Activities that may be evaluated are: 1) non-credit bearing community instruction, including instructional design and curriculum or program development, instructional delivery, content expertise, and instructional coordination or conferences; 2) community publications; 3) direction or coordination of extension programs or projects; 4) interagency coordination; 5) recruitment and 6) service on government and community boards, committees, commissions, and other nonprofit entities.

   A faculty member may not use the same activities, materials, or evidence to fulfill both this roll and other roles.

4. University and Community Service
   Faculty are expected to contribute service both to the University and to the island and regional communities.

   University Service

   All full-time faculty members are expected to participate in the operation of the University in such ways as formulating, revising, and enforcing policies. Recognition should be given to those faculty members who actively participate in governance of the University, the college, or the work unit. Similarly, faculty members' contributions to faculty or student welfare should be recognized.

   Possible criteria for evaluating performance in University service are:

   a. Regular attendance at UOG Graduations.
   b. Regular attendance at and a substantial role in scheduled meetings.
   c. Election, appointment, or voluntary service as an officer, representative, or advisor of a group.
   d. Effective participation in-group discussions.
   e. Imaginative recommendations and suggestions.
   f. Support and completion of specific projects (e.g., program reviews, academic master plans, accreditation initiatives, etc.)

   Service on committees at the University, the College, or the unit level shall be documented by reports, records, and evaluations.

   Service to faculty and to students shall also be documented, as well as special assignments to service.

   In evaluating the candidate's performance within these University service areas, the reviewer should exercise reasonable judgment. Service on a particular committee may be more demanding of time and effort than service on another committee. Special consideration should be given to candidates who are elected by their colleagues to positions of responsibility. Reviewers must be flexible in applying criteria to each candidate's endeavors; however, high standards for service activities shall be maintained.

   The basic areas of university service that may be evaluated include: 1) University, college, or unit committees; 2) Responsibilities as unit chair; 3) Mentoring; 4) University policy and procedure development; 5) Special assignments; 6) Student recruitment; or 7) Assistance with proposal development or grant writing, and 8) University/college fundraising activities.

   Community Service

   Faculty leadership and service by members of the faculty to community service programs, to various individuals, to cooperative programs with other institutions, and to agencies or units of business, industry, and government are recognized as community service.

   The primary, and therefore most valued, community service activities shall be those in which the candidate uses his or her professional expertise to the benefit of the community. Appropriate weight should be given in the evaluation of such service when it contributes to one of the University's community or public service programs.

   Voluntary non-profit activities beyond the faculty member's regular duties at the University (and which are not detrimental to them) also deserve recognition when these activities constitute an exceptional contribution to the well being of the community as a whole. These non-professionally oriented activities, however, cannot be used exclusively to satisfy the requirement for service in promotion and tenure decisions.

The basic areas of community service that may be evaluated Include: 1) Instructional design and curriculum or program development for non-credit bearing instruction; 2) Instructional delivery for non-credit bearing instruction; 3) Content expertise; 4) Coordination or conferences involving non-credit bearing instruction; 5) Public surveys and questionnaires; 6) Service on government or community boards, committees, or commissions; 7) Nonpolitical community fundraising; and 8) Development of professional training materials and the organizing and conducting of workshops, seminars and conferences on behalf of the University or other local or regional bodies; 9) Development of special studies and research projects for public and private organizations; 10) Consulting for public and private organizations; 11) Policy and program development and evaluation of public and private organizations; and 12) Other community involvement such as competitions, coaching, or performances.

A faculty member may not use the same activities, materials or evidence to fulfill both this role and other roles.

5. Library Academic and Research Support
Providing library service to the University community and the region, for the primary missions of the University of Guam involves multi-faceted duties and skills. The evaluation should document positive characteristics such as approachability, flexibility, and consistent willingness to provide assistance and specific instructions to new and experienced users. Librarians need to be able to deal with and prioritize multiple assignments and reference queries. The quality of response will sometimes result in users returning to request a librarian by name. Evidence of such requests reflects positively on individual librarians. Performance of reference and technical service librarians reflects the library's role within the context of the University's mission. Such performance requires a practical and multidisciplinary bibliographic knowledge at a professional level.

Quality work as librarians is also demonstrated by effectively organizing material for storage and retrieval, engaging in collegial and cooperative relations both within the unit and the University community, increasing public awareness of the library's resources and services, and developing and improving interlibrary networks.

The basic areas of library academic and research support that may be evaluated include: 1) Direct services and support of library users; 2) Collection development and acquisition work; archival management; and serials control; 3) Arranging library displays: 4) Library automation; 5) Review and maintenance of optical information products; 6) Media design, production, and coordination; and 7) Staff development and training; and staff supervision.

A faculty member may not use the same activities, materials, or evidence to fulfill both this role and other roles,

6. Counseling Center Academic Support
Successful counseling encompasses a variety of educational activities. The proportion of time that counselors give to any of these activities may vary according to their professional specialization and the assignments given to them by the Director of Counseling and Career Planning Services. Some of these activities are difficult to evaluate, given their confidential nature. When conducting personal counseling for individuals and groups, reports giving the number of counseling sessions and the number of students or groups served may be all that counselors can provide. Clinical supervision reports and recommendations from qualified counselors or licensed therapists are another form of evidence. Still another may be in the form of expressed student satisfaction for career planning, academic advising, personal counseling and communication, crisis intervention, or supervision of peer counselors.

Counselors may act as liaison between the University and middle or high schools, as well as engage in community service and outreach programs. Criteria for evaluation of this work might include the amount and nature of the work done the satisfaction shown by the schools or others reached, and the counselor's skill in dealing with these varied groups professionally.

Many times counselors provide supervision for special projects or programs, or give professional consultations to various groups or agencies on island. Number of programs and consultations, and program success and

client satisfaction are criteria that may be used to evaluate these areas. Quality work as a counselor is demonstrated by communicating clearly; relating effectively to a variety of people, personalities, and groups both within and outside the University; completing reports on time; protecting the confidentiality of clients: Improving student counseling services; and conforming to professional codes of conduct regarding the use of educational testing instruments.

Another type of service involves the administration of standardized tests under agreements with major testing corporations. Activity and financial reports, as well as peer and supervisor observation and quality control reports may be used to evaluate the handling and use of tests on these occasions.

The basic areas of Counseling Center academic support that may be evaluated include: 1) Career, academic, and personal counseling and advising; 2) Supervision and coordination of peer counselors; 3) School or college liaison; 4) Testing services; 5) Student assessments.

A faculty member may not use the same activities, materials, or evidence to fulfill both this role and other roles.

ASSIGNING VALUES TO ROLES

In determining the roles they will carry out for the evaluation period, faculty may choose among instruction; creative/scholarly activity or research; extension and community activities; university and community service; library academic and research support; or Counseling Center academic support. Each faculty member must be evaluated in at least three roles with a minimum or 5% in creative/scholarly activity or research, and service. Creative/scholarly activities or research, or the service endeavor, will be primary roles for some faculty. When a role is agreed to, the University will do its best to provide the faculty member with adequate time and support to carry out that role.

The primary evaluation must be in the area of the faculty member's primary role.

Areas identified, as needing improvement will constitute at least one of the roles to be evaluated. The combination of evaluation percentages will total 100%.

FIG. 1

ROLE	PERCENTAGE
1. Primary	50% - 80%
2. Other	5% - 45%
3. Other	5% - 45%
4. Other	0% - 40%

Please notice specific percentage requirements for promotion and tenure listed below.

PEER REVIEW PROCESS

Faculty members may be reviewed once every year until their renewal of employment takes effect. After receiving continuing reappointment, they shall be reviewed at least once every three years. However, a peer review may be requested by the faculty member at any time. Peer review criteria shall be the same as the promotion and tenure criteria, taking into consideration the length of time in service. Evaluation by a renewal of Employment screening committee, or by the Promotion and Tenure Committee, will count as a peer review, except that the "continuing

employment" or "renewal of employment" screening committee will also take into consideration programmatic needs in making their recommendations. Peer review committee composition and procedures are found in the BOR/GFT Agreement.

PROMOTION AND TENURE

A faculty member may be considered for promotion or tenure only by self-application. Promotion and tenure procedures are specified in the BOR/GFT Agreement. The UOG Comprehensive Faculty Evaluation System approved by the Board of Regent shall provide a framework for promotion and tenure decisions. Annual performance evaluations by the appropriate administrative supervisor of the College and the evaluations by peer review committees shall constitute important evidence of the quality of a faculty member's performance. Under no circumstances will a faculty member be granted promotion or tenure without clear documentation of excellent performance in his or her primary role.

1. Minimum Criteria for Promotion

   a. Promotion to Instructor or Extension Agent II

      1) A master's degree.
      2) Time in rank at the University of Guam as specified in the BOR/GFT Agreement.
      3) Major accomplishments in the candidate's primary role and at least satisfactory accomplishments in all other roles for which he or she has been evaluated.

   b. Promotion to Assistant Professor or Extension Agent Ill

      1) Appropriate degree.
      2) Time in rank as specified in the BOR/GFT Agreement.
      3) Major accomplishments in the candidate's primary role and at least satisfactory accomplishments in other roles for which he or she has been evaluated.
      4) The weight of the evaluation assigned to Creative/Scholarly Activity or Research must be a minimum of 10% when averaged over the previous three years or since the last promotion at UOG.

   c. Promotion to Associate Professor or Extension Agent IV

      1) Appropriate terminal degree.
      2) Time in rank as specified in the BOR/GFT Agreement.
      3) Excellent accomplishments in all roles, for which the candidate has received percentage evaluation allocations since employment or the last promotion at UOG, whichever was most recent. The evaluation of the roles will carry the average percentage weights agreed to with the appropriate administrative supervisor since employment.
      4) The weight of the evaluation assigned to Creative/Scholarly Activity or Research must be a minimum of 15% when averaged over the previous three years or since the last promotion at UOG.

   d. Promotion to Professor or Extension Specialist

      1) Appropriate terminal degree.
      2) Time in rank as specified in the BOR/GFT Agreement
      3) Excellent accomplishments in all roles, for which the candidate has received percentage evaluation allocations since employment or the last promotion at the University, whichever was most recent.
      4) The weight of the evaluation assigned to Creative/Scholarly Activity or Research must be a minimum of 25% when averaged over the previous three years or since the last promotion at UOG.

2. Minimum Criteria for Tenure

a. Employment under tenure track, rank of Assistant Professor or Extension Agent III.
b. Time in rank as specified in the BOR/GFT Agreement.
c. Excellent accomplishments in all roles, for which the candidate has received percentage evaluation allocations since employment.
d. At least 50% of the tenure evaluation will be based on the primary role, at least 15% will be based on the service role, and at least 25% will be based on the creative/scholarly activity research role. The candidate shall indicate to the Promotion and Tenure Committee how the 100% evaluation will be distributed among the several roles including at least the minimum above.
e. Promotion to Professor shall not ultimately include Tenure. Tenure is earned separately.

THE FACULTY EVALUATION PROCESS

STEP 1: Individual faculty shall determine their preferences for role assignments as well as individual development plans for the evaluation period. A yearly evaluation period will be used for new faculty prior to continuing employment. Faculty on continuing employment or reemployment status and tenured faculty members in the junior ranks will be formally evaluated by their appropriate administrative supervisor at least once every three years.

These faculty may still be evaluated annually if they so request. Senior tenured faculty members will be formally evaluated at least once every three years unless a longer period is agreed to by both the faculty member and the appropriate administrative supervisor.

For increment purposes progress toward the agreed-upon evaluation plan will be assessed annually or triennially as appropriate.

STEP 2: In order to establish the relationship of individual plans to unit goals and priorities, individual faculty shall notify their Unit Chair and unit colleagues of their individual preferences for role assignments.

STEP 3: Individual faculty shall consult with the appropriate administrative supervisor to:

a. Review individual preference for role assignment evaluations and individual development plan.
b. Determine the scope of the assigned duties that will be evaluated.
c. Determine assigned duty roles, which are to be subject to evaluation and what will be used as evidence of accomplishment. Elements may be chosen from the list of possibilities; others may be used if agreed to by the faculty member and appropriate administrative supervisor. An over-reliance on any one element should be avoided.
d. Assign an evaluation percentage to each role.
e. Determine who (e.g., peers, students, division chair) will evaluate the activities carried out as part of the faculty member's assigned duty roles.
f. Prepare these agreements in writing with copies retained by the appropriate administrative supervisor, the faculty member, and the unit.

STEP 4: if the faculty member and the Dean cannot reach agreement on the above, the faculty member may appeal to the Academic Vice President. The Academic Vice President shall meet with the Dean and the faculty member and try to resolve the appeal. If this is not successful, the faculty member may attach any objections to the original plan. This will be noted at any future evaluations, but the Academic Vice Presidents' decision is final.

STEP 5: It is the responsibility of the faculty member to develop an individual portfolio of evidence to support a claim of successful fulfillment of each evaluation element. This should be a continuous process throughout the evaluation period. This portfolio should include a self-evaluation. The faculty member collects evidence and evaluations from peers, clients, or service recipients.

STEP 6: At the request of the faculty member, the Dean, Director, Associate Dean, faculty role evaluations may be periodically reviewed and modified as necessary to reflect changing roles, assignments or values. If such a request is made by other than the faculty member, the faculty member and appropriate administrative supervisor must

agree to the role evaluation changes. Any role evaluation changes not agreed to by the faculty member and the appropriate administrative supervisor may not be incorporated into the faculty member's evaluation until Steps 1 through 4 have been completed.

STEP 7: The faculty member forwards the portfolio to the appropriate administrative supervisor at the end of the evaluation period. Faculty members are encouraged to share their portfolios with colleagues.

STEP 8: The appropriate administrative supervisor shall receive the student evaluations and any peer reviews for the faculty member, to complete the faculty member's file. The student evaluation summaries will be given to the faculty member. The appropriate administrative supervisor shall evaluate the evidence in support of each category as "at least" satisfactory or in need of improvement. A narrative shall accompany the administrative supervisor's evaluation detailing areas of strength and identifying any deficiencies. For purposes of later promotion and tenure decisions, areas of major or excellent accomplishments should be noted, and the standards used for this appraisal cited. Specific steps to be taken to remedy any identified deficiency must be included. The final paragraph will provide an overall evaluation weight according to the percentage assigned to each role evaluation.

STEP 9: The faculty member and appropriate administrative supervisor meet to review and discuss the evaluation, ratings, portfolio, and the supervisor's recommendations.

STEP 10: The same appeal process as in STEP 4 is available at this point.

STEP 11: The faculty member meets with the appropriate administrative supervisor to develop evaluation priorities for the next cycle by repeating STEP 1 through 4. Should there be areas identified as needing improvement, these must be reflected in the list of assigned roles for evaluation during the subsequent cycle and a specific development plan must be stated. STEP 9 and STEP 11 may be done at the same meeting.

INSTRUCTION
College Credit and CEUs

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. Course Design and Curriculum or Program Development	• Syllabi or new course outlines • Handouts • Assignments • Lab exercises • Practicum experiences • Scripts • Selection of AV support materials • Exams • Grading practices • Documentation of textbook review and selection process • Examples of proposals for new or changed curriculums or programs • Reports or assessment information on newly developed curriculums or programs
2. Instructional Delivery	• Peer reports and documentation from faculty observations • Student evaluations of the courses • Critiques or reviews of student assignments or activities • Videotapes of teaching • Field activity evaluation survey • Feedback from graduates • Letters of support • Examples of student work and related instructor feedback to students • Self-evaluation • Student Evaluations of practicum supervision • Practicum evaluations by cooperating department or agency • Student evaluation of faculty performance as chair or member of graduate committee • Committee members' evaluations of faculty performance as chair or member of graduate committee • Completed thesis or other materials

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
3. Content Expertise	- Lecture notes - Instructor developed supplemental material - Peer reports and documentation from faculty observations - Publications or other scholarly contributions related to course content
4. Student Assistance and Advisement, or Student Club Advisement	- Report on advisement activity and accomplishments - Student reports on value of advisement assistance outside of classroom, or student club assistance - Honors conferred – may be applied to any of the instructional activities

A faculty member may not use the same activities, materials, or evidence to fulfill both this role and other roles.

CREATIVE/SCHOLARLY ACTIVITY OR RESEARCH

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. Normative, Empirical, and Applied Research, including Classroom or Extension Research (Not necessarily published but disseminated to professionals and permanently available to other professionals). Classroom research may include experimenting with and analyzing teaching techniques, activities, student learning, and student outcomes.	- Refereed articles - Non-refereed articles - Books and monographs - Technical reports, occasional papers, bulletins - Chapter in conference proceedings - Articles, monographs, or books submitted - Published bibliographies - Published abstracts - Funded or unfunded grant proposals - Citations by other scholars or researchers - Unpublished manuscripts and working papers - Reports of research in progress (field and research notes) - Documentation of data collection instruments or equipment - Field and research notes
2. Creative Activity	- Photographs, slides, or videotapes produced - Photographs, slides, or videotapes documenting production of: - showings - exhibits - plays - musicals - recitals - art shows - play scripts - TV shows or guest appearances - Music scores - Novels - Short stories - Magazine articles - Poems - Book length non-fiction - Substantial collection of journalistic writing - Computer programs

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE

3. General Scholarship	• Conference proceedings edited: copy of proceedings
	• Copy of publications edited or reviewed, evidence of review of editing contributions
	• Non-research conference papers or electronically recorded presentations (e.g. keynote address)
	• Non research scholarly publications:
	  ○ book reviews
	  ○ refereed articles
	  ○ non-referred articles
	  ○ books and monographs
	  ○ reports and occasional papers
	  ○ chapter in conference proceedings
	  ○ articles, monographs, or books submitted
	  ○ published bibliographies
	  ○ published abstracts
	  ○ maps
	  ○ atlases
	  ○ audio tapes, videotapes, films, slide presentations
	  ○ funded or unfunded grant proposals

4. Professional Activities	• Advanced scholarly development; evidenced by:
	  ○ transcript of further coursework
	  ○ certificate, conferred credential, or license
	  ○ evidence of program accomplishment or completion
	• Conference papers or electronically recorded presentations
	• Membership in professional organizations; officer, board or committee membership, workshop or meeting organizer
	
	Supporting testimonials
	• Citations by other scholars or researchers
	• Peer or client evaluations of work
	• Evaluation reports, reviews, or audits
	• Documents showing continued funding for grants
	• Certificates or awards

A faculty member may not use the same activities, materials, or evidence to fulfill both this role and other roles.

EXTENSION AND COMMUNITY ACTIVITES

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. Community Instruction (non-credit bearing)	
A. Instructional Design and Curriculum or Program Development	• Syllabi or course/workshop outlines • Handouts • Assignments or culminating experiences • Lab exercises • Selection of AV support materials • Exams • Participant evaluation procedures • Participant evaluations • Documentation of material selection and development • Examples of proposals for new or changed curriculums or programs • Reports or assessment information on newly developed curriculums or programs
B. Instructional Delivery	• Peer reports and documentation from faculty observations • Participant evaluations of instruction Critiques or reviews of participant assignments or activities • Videotapes of instruction • Field activity evaluation survey • Feedback from participants • Letters of support • Examples of participant work and related instructor feedback to participants • Self-evaluation • External evaluations of impact • Questionnaires • Surveys
C. Content Expertise	• Instructional notes • Instructor developed supplemental material • Peer reports and documentation from faculty observations • Evidence of publications or other scholarly contributions related to instructional content
D. Instructional Coordination or Conferences	• Reports of coordination or conference activities • Participant or peer evaluation

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
2. Community Publications	• Newspaper articles or newsletters • Annual or special reports • Pamphlets or brochures • Radio or television programs or scripts
3. Direction or Coordination of Programs or Projects	• Program or project plan and evaluation, participant, client or peer evaluation, feedback, or comments • Financial reports and reports of income generated
4. Public speaking or Coordination of Public Displays	• Client letters of feedback or appreciation • Peer evaluations
5. Interagency Coordination	• Reports of coordination activities • Evaluation from other agencies
6. Recruitment and Coordination of Volunteers	• Report of volunteer recruitment and coordination activities • Evaluation by volunteers • Evaluation of volunteers' activities
7. Service on Government or Community Boards, Committees, and Commissions	• Report o activities • Evaluation from community or government representatives or other members • Evaluation by peers or public
8. Data collection using quantitative or qualitative methods	• Data collection • Survey summary report • Evaluation from other agency(s) if survey conducted for them
9. Conference Presentation	• Reports • Technical reports • Refereed journal articles • Non refereed journal articles • Commendations • Honors conferred – may be applied to any o the extension and community activities • Proceedings.

A faculty member may not use the same activities, materials, or evidence to fulfill both this role and other roles.

UNIVERSITY AND COMMUNITY SERVICE

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. University Service	
A. University Committees (UAAC, Promotion and Tenure, other standing committees, Faculty Council, Faculty Union, search committees, Research Council, Graduate Council, peer evaluation)	• Evaluation by chair or members • Report of committee activities and faculty member's responsibilities • Reports produced or recommendations made • Evaluation by membership • Record of attendance • Contracts negotiated • Accomplishments
B. College Committees (college, unit, ad hoc, search committees, peer evaluation, other)	• Evaluation by chair or members • Report of committee activities and faculty member's responsibilities • Reports produced or recommendations made • Record of attendance
C. Unit Chair	• Unit's progress; reports of new and continued activities; schedules • Budget developed and approved during term • Reports and minutes of unit meetings • Evaluation by Unit members
D. Mentoring	• Evaluation by person mentored • Evaluation by Dean
E. University Policy and Procedure Development	• Report of policy or procedures developed
F. Special Assignments	• Report of activities and faculty member's responsibilities or findings
G. Student Recruitment	• Report of activities and faculty member's responsibilities and results • Evaluation by Dean o Student Affairs or other recruiters
H. Assistance with Proposal Development and Grant Writing	• Evaluation or report from principal writer
I. Advisor to College or University activity or club	• Evaluation of members • Reports of activities and accomplishments

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
2. Community Service – Instruction (non-credit bearing)	
A. Instructional Design and Curriculum or Program Development	• Syllabi or course/workshop outlines • Handouts • Assignments or culminating experiences • Lab exercises • Selection of AV support materials • Exams • Participant evaluation procedures • Participant evaluations • Documentation of material selection and development • Examples of proposals for new or changed curriculums or programs • Reports or assessment information on newly developed curriculums or programs
B. Instructional Delivery	• Peer reports and documentation from faculty observations • Participant evaluations of instruction • Critiques or reviews of participant assignments or activities • Videotapes of instruction • Field activity evaluation survey • Feedback from participants • Letters of support • Examples of participant work and related instructor feedback to participants • Self-evaluation • External evaluations of impact
C. Content Expertise	• Instructional notes • Instructor developed supplemental material • Peer reports and documentation rom faculty observations • Evidence of publications or other scholarly contributions related to instructional content
D. Instructional Coordination or Conferences	• Reports of coordination or conference activities • Participant or peer evaluation

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
3. Community Service – Other	
A. Public Surveys and Questionnaires (place major survey research with research endeavor)	• Reports and summaries • Survey or questionnaire instruments • Evaluation by clients

B. Service on Government or Community Boards, Committees, or Commissions	• Report of activities • Evaluation from community or government representatives or other members • Evaluation by peers or public
C. Nonpolitical Community Fundraising	• Report of activities • Evaluation from community representatives
D. Other Community Involvement in or Outside of Field o Expertise (examples: coaching; organizing competitions such as spelling bees, academic challenge bowl; debates; public performances; assisting with amps, clubs, guest teaching in public and private schools	• Report of activities
??????	• Honors conferred – may be applied to any of the service activities.

A faculty member may not use the same activities, materials, or evidence to fulfill both this role and other roles.

LIBRARY – ACADEMIC AND RESEARCH SUPPORT

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. Direct Services and Support of Library Users (examples: reference assistance; manual or electronic searches; identification of resources; conference support; technical processing; training and support for electronic mail; interlibrary loan assistance; library tours; reserve service; bibliographic instruction; classroom instruction assistance; library orientation; guest lectures)	• Report of activities • Evaluation from user groups, peers, or supervisor(s) • User statistics
2. Collection Development and Acquisition Work; Archival Management; Serials Control	• Report of activities • Collection development statistics • Evaluation from user groups, peers, or supervisors
3. Arranging Library Displays	• Reports and photographs of work done • Evaluation from user groups, peers, or supervisors
4. Library Automation (analysis of automated systems; coordination within unit, UOG, and region)	• Report of activities • Evaluation by user groups, Peers, or supervisors
5. Review and Maintenance of Optical Information Products	• Report of activities • Evaluation by user groups, peers, or supervisors
6. Media Design, Production, and Coordination	• Report of activities • Portfolio presentation of media • Evaluation by user groups, peers, or supervisors
7. Staff Development and Training; Staff Supervision	• Report of activities • Outlines of training presentations • Evaluation by staff trained or supervised, peers, or supervisors
8. Bibliographic instruction, Classroom instruction assistance, Library orientation, Guest lecturer	• Syllabi or outlines • Handouts • Assignments • Selection of A.V. support materials • Participant evaluations • Documentation of material selection and development • Peer evaluations • Honors conferred – may be applied to any o the Library academic and research support activities.

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Appendix I
OF
DETAILED ROLE ACTIVITIES, POSSIBLE ELEMENTS, AND EVIDENCE

INSTRUCTION
College Credit and CEUs

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. Course Design and Curriculum or Program Development	• Syllabi or new course outlines • Handouts • Assignments • Lab exercises • Practicum experiences • Scripts • Selection of AV support materials • Exams • Grading practices • Documentation of textbook review and selection process • Examples of proposals for new or changed curriculums or programs • Reports or assessment information on newly developed curriculums or programs
2. Instructional Delivery	• Peer reports and documentation from faculty observations • Student evaluations of the courses • Critiques or reviews of student assignments or activities • Videotapes of teaching • Field activity evaluation survey • Feedback from graduates • Letters of support • Examples of student work and related instructor feedback to students • Self-evaluation • Student Evaluations of practicum supervision • Practicum evaluations by cooperating department or agency • Student evaluation of faculty performance as chair or member of graduate committee • Committee members' evaluations of faculty performance as chair or member of graduate committee • Completed thesis or other materials

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
3. Content Expertise	• Lecture notes • Instructor developed supplemental material • Peer reports and documentation from faculty observations • Publications or other scholarly contributions related to course content
4. Student Assistance and Advisement, or Student Club Advisement	• Report on advisement activity and accomplishments • Student reports on value of advisement assistance outside of classroom, or student club assistance • Honors conferred – may be applied to any of the instructional activities

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CREATIVE/SCHOLARLY ACTIVITY OR RESEARCH

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. Normative, Empirical, and Applied Research, including Classroom or Extension Research (Not necessarily published but disseminated to professionals and permanently available to other professionals). Classroom research may include experimenting with and analyzing teaching techniques, activities, student learning, and student outcomes.	• Refereed articles • Non-refereed articles • Books and monographs • Technical reports, occasional papers, bulletins • Chapter in conference proceedings • Articles, monographs, or books submitted • Published bibliographies • Published abstracts • Funded or unfunded grant proposals • Citations by other scholars or researchers • Unpublished manuscripts and working papers • Reports of research in progress (field and research notes) • Documentation of data collection instruments or equipment • Field and research notes

2. Creative Activity	• Photographs, slides, or videotapes produced
	• Photographs, slides, or videotapes documenting production of:
	  o showings
	  o exhibits
	  o plays
	  o musicals
	  o recitals
	  o art shows
	  o play scripts
	  o TV shows or guest appearances
	• Music scores
	• Novels
	• Short stories
	• Magazine articles
	• Poems
	• Book length non-fiction
	• Substantial collection of journalistic writing
	• Computer programs

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
3. General Scholarship	- Conference proceedings edited: copy of proceedings - Copy of publications edited or reviewed, evidence of review of editing contributions - Non-research conference papers or electronically recorded presentations (e.g. keynote address) - Non research scholarly publications: - book reviews - refereed articles - non-referred articles - books and monographs - reports and occasional papers - chapter in conference proceedings - articles, monographs, or books submitted - published bibliographies - published abstracts - maps - atlases - audio tapes, videotapes, films, slide presentations - funded or unfunded grant proposals
4. Professional Activities	- Advanced scholarly development; evidenced by: - transcript of further coursework - certificate, conferred credential, or license - evidence of program accomplishment or completion - Conference papers or electronically recorded presentations - Membership in professional organizations; officer, board or committee membership, workshop or meeting organizer Supporting testimonials - Citations by other scholars or researchers - Peer or client evaluations of work - Evaluation reports, reviews, or audits - Documents showing continued funding for grants - Certificates or awards

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EXTENSION AND COMMUNITY ACTIVITES

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. Community Instruction (non-credit bearing)	
A. Instructional Design and Curriculum or Program Development	• Syllabi or course/workshop outlines • Handouts • Assignments or culminating experiences • Lab exercises • Selection of AV support materials • Exams • Participant evaluation procedures • Participant evaluations • Documentation of material selection and development • Examples of proposals for new or changed curriculums or programs • Reports or assessment information on newly developed curriculums or programs
B. Instructional Delivery	• Peer reports and documentation from faculty observations • Participant evaluations of instruction Critiques or reviews of participant assignments or activities • Videotapes of instruction • Field activity evaluation survey • Feedback from participants • Letters of support • Examples of participant work and related instructor feedback to participants • Self-evaluation • External evaluations of impact • Questionnaires • Surveys
C. Content Expertise	• Instructional notes • Instructor developed supplemental material • Peer reports and documentation from faculty observations • Evidence of publications or other scholarly contributions related to instructional content
D. Instructional Coordination or Conferences	• Reports of coordination or conference activities • Participant or peer evaluation

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
2. Community Publications	• Newspaper articles or newsletters • Annual or special reports • Pamphlets or brochures • Radio or television programs or scripts
3. Direction or Coordination of Programs or Projects	• Program or project plan and evaluation, participant, client or peer evaluation, feedback, or comments • Financial reports and reports of income generated
4. Public speaking or Coordination of Public Displays	• Client letters of feedback or appreciation • Peer evaluations
5. Interagency Coordination	• Reports of coordination activities • Evaluation from other agencies
6. Recruitment and Coordination of Volunteers	• Report of volunteer recruitment and coordination activities • Evaluation by volunteers • Evaluation of volunteers' activities
7. Service on Government or Community Boards, Committees, and Commissions	• Report o activities • Evaluation from community or government representatives or other members • Evaluation by peers or public
8. Data collection using quantitative or qualitative methods	• Data collection • Survey summary report • Evaluation from other agency(s) if survey conducted for them
9. Conference Presentation	• Reports • Technical reports • Refereed journal articles • Non refereed journal articles • Commendations • Honors conferred – may be applied to any o the extension and community activities • Proceedings.

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UNIVERSITY AND COMMUNITY SERVICE

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. University Service	
A. University Committees (UAAC, Promotion and Tenure, other standing committees, Faculty Council, Faculty Union, search committees, Research Council, Graduate Council, peer evaluation)	• Evaluation by chair or members • Report of committee activities and faculty member's responsibilities • Reports produced or recommendations made • Evaluation by membership • Record of attendance • Contracts negotiated • Accomplishments
B. College Committees (college, unit, ad hoc, search committees, peer evaluation, other)	• Evaluation by chair or members • Report of committee activities and faculty member's responsibilities • Reports produced or recommendations made • Record of attendance
C. Unit Chair	• Unit's progress; reports of new and continued activities; schedules • Budget developed and approved during term • Reports and minutes of unit meetings • Evaluation by Unit members
D. Mentoring	• Evaluation by person mentored • Evaluation by Dean
E. University Policy and Procedure Development	• Report of policy or procedures developed
F. Special Assignments	• Report of activities and faculty member's responsibilities or findings
G. Student Recruitment	• Report of activities and faculty member's responsibilities and results • Evaluation by Dean o Student Affairs or other recruiters
H. Assistance with Proposal Development and Grant Writing	• Evaluation or report from principal writer
I. Advisor to College or University activity or club	• Evaluation of members • Reports of activities and accomplishments

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
2. Community Service – Instruction (non-credit bearing)	
A. Instructional Design and Curriculum or Program Development	- Syllabi or course/workshop outlines - Handouts - Assignments or culminating experiences - Lab exercises - Selection of AV support materials - Exams - Participant evaluation procedures - Participant evaluations - Documentation of material selection and development - Examples of proposals for new or changed curriculums or programs - Reports or assessment information on newly developed curriculums or programs
B. Instructional Delivery	- Peer reports and documentation from faculty observations - Participant evaluations of instruction - Critiques or reviews of participant assignments or activities - Videotapes of instruction - Field activity evaluation survey - Feedback from participants - Letters of support - Examples of participant work and related instructor feedback to participants - Self-evaluation - External evaluations of impact
C. Content Expertise	- Instructional notes - Instructor developed supplemental material - Peer reports and documentation rom faculty observations - Evidence of publications or other scholarly contributions related to instructional content
D. Instructional Coordination or Conferences	- Reports of coordination or conference activities - Participant or peer evaluation

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
3. Community Service – Other	
A. Public Surveys and Questionnaires (place major survey research with research endeavor)	- Reports and summaries - Survey or questionnaire instruments - Evaluation by clients

B. Service on Government or Community Boards, Committees, or Commissions	• Report of activities • Evaluation from community or government representatives or other members • Evaluation by peers or public
C. Nonpolitical Community Fundraising	• Report of activities • Evaluation from community representatives
D. Other Community Involvement in or Outside of Field o Expertise (examples: coaching; organizing competitions such as spelling bees, academic challenge bowl; debates; public performances; assisting with amps, clubs, guest teaching in public and private schools	• Report of activities
??????	• Honors conferred – may be applied to any of the service activities.

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LIBRARY – ACADEMIC AND RESEARCH SUPPORT

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. Direct Services and Support of Library Users (examples: reference assistance; manual or electronic searches; identification of resources; conference support; technical processing; training and support for electronic mail; interlibrary loan assistance; library tours; reserve service; bibliographic instruction; classroom instruction assistance; library orientation; guest lectures)	• Report of activities • Evaluation from user groups, peers, or supervisor(s) • User statistics
2. Collection Development and Acquisition Work; Archival Management; Serials Control	• Report of activities • Collection development statistics • Evaluation from user groups, peers, or supervisors
3. Arranging Library Displays	• Reports and photographs of work done • Evaluation from user groups, peers, or supervisors
4. Library Automation (analysis of automated systems; coordination within unit, UOG, and region)	• Report of activities • Evaluation by user groups, Peers, or supervisors
5. Review and Maintenance of Optical Information Products	• Report of activities • Evaluation by user groups, peers, or supervisors
6. Media Design, Production, and Coordination	• Report of activities • Portfolio presentation of media • Evaluation by user groups, peers, or supervisors
7. Staff Development and Training; Staff Supervision	• Report of activities • Outlines of training presentations • Evaluation by staff trained or supervised, peers, or supervisors
8. Bibliographic instruction, Classroom instruction assistance, Library orientation, Guest lecturer	• Syllabi or outlines • Handouts • Assignments • Selection of A.V. support materials • Participant evaluations • Documentation of material selection and development • Peer evaluations • Honors conferred – may be applied to any o the Library academic and research support activities.

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COUNSELING CENTER – ACADEMIC SUPPORT

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
1. Career, Academic, and Personal Counseling and Advising	• Report of activities • Student or client comments • Clinical supervision reports, evaluations, and recommendations from licensed clinicians • Report of instruments or questionnaires used
2. Supervision and Coordination of Peer Counselors	• Report of activities • Student, peer, or supervisor evaluations
3. School or College Liaison	• Report of activities • School, college, peer, or supervisor evaluations
4. Testing Services	• Report of activities • Financial reports • Examinee, peer, or supervisor evaluations
5. Student Assessments	• Report of activities and findings • Student, peer, or supervisor evaluations
6. Other activities such as direction of drug and alcohol programs, workshops, other outreach programs	• Report of activities • Attendance rosters • Evaluation by participants, peers, or supervisor • Publications or handouts
???	• Honors conferred – may be applied to any of the service activities

A faculty member may not use the same activities, materials, or evidence to fulfill both this role and other roles.

APPENDIX II

OF

PROFESSIONAL COMMITMENT AND RESPONSIBILITY

A. POLICIES COMMON TO ADMINISTRATORS, FACULTY, AND STAFF

PROFESSIONAL COMMITMENT AND RESPONSIBILITY

1. GENERAL RIGHTS AND RESPONSIBILITY

Responsibilities of all Faculty and Administrators
Membership in the academic profession and appointment to the University of Guam carry special professional commitments and responsibilities to students, the academic profession, the University and the community. The University recognizes these commitments and responsibilities and provides for them herein as an integral and essential part of the policies and procedures governing academic employment. The University understands that insistence on high standards for the professorship is necessary for maintenance of the University of Guam as an institution of quality dedicated to the discovery and transmission of knowledge. Moreover, the University recognizes that the professional employee has obligations that derive from common membership in the community of scholars and that collegiality is fundamental to the existence of a community of scholars and teachers.

Commitment to Truth
The professional employee, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities of a professional employee 1) to seek and state the truth as the professional employee sees it; 2) to develop and improve his or her scholarly competence; 3) to accept the obligation to exercise self-discipline and critical judgment in using, extending and transmitting knowledge; 4) to practice intellectual honesty and 5) to prevent interests from hampering or compromising the exercise of his or her freedom of inquiry.

Commitment to the University
As a member of the University the professional employee 1) seeks above all to be an effective teacher and scholar; 2) abides by the stated principles, policies, rules, regulations and procedures of the University of Guam but maintains the right to criticize and seek revisions; 3) recognizes the obligation to maintain competence in his or her profession and 4) consults with superiors to assist in determining the amount and character of work done outside the University with due regard to paramount responsibilities to the University.

When considering interruption or termination of service, the professional employee 1) recognizes the effect of this decision upon the program of the University, gives due notice of his or her intentions, and makes every reasonable effort to prevent or minimize disruption and to provide for orderly transition; 2) regards his or her appointment as a pledge to be honored both in spirit and in fact in a manner consistent with the highest ideals of professional service; and 3) believes that sound professional relationships with governing authorities are built upon personal integrity, dignity and mutual respect.

The professional employee discourages practice in the profession by unqualified persons or by those who have failed to maintain competence in the profession.

In fulfilling obligations to professional employment practices, the professional employee:

1) Gives a reasonable notice to the University of any change in availability of service.
2) Adheres to the terms or his or her appointment to the University.
3) Conducts professional business through channels approved established for the conduct of University business.
4) Delegates assigned tasks only to qualified personnel.
5) Permits no commercial exploitation of his or her professional position.

Commitment to the Community
As a member of the territorial community the professional employee has the rights and obligations of any other citizen of the Territory as provided by law and measures the urgency of these obligations in the light of responsibilities to his or her subject of competence, to students, to the profession and to the University. As a

citizen engaged in a profession that depends upon freedom for its health and integrity, the professional employee has a particular obligation to promote conditions or free inquiry and to further public understanding of academic freedom for the University.

The professional employee shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities consistent with the laws of the Territory and the policies of the University. He or she bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpreting educational programs and policies to the public.

In fulfilling obligations to the community and the public, the professional employee:

1) Represents accurately the University or any of its parts, and takes adequate precautions to distinguish between personal views and those of the University, knowing that the public often does not recognize the distinction.
2) Respects a colleague's rights to exercise political and citizenship privileges and responsibilities.
3) Refrains from using institutional privileges for private gain or for promotion of political candidates or partisan political activities.
4) Accepts no gratuities, gifts, or favors that might impair or appear to impair professional judgment, and offers no favors, services or things of value to obtain special advantage.
5) Claims competence only in areas where he or she is qualified.

Commitment to the Student
The professional employee encourages the free pursuit of learning by students and demonstrates the best scholarly standards of the discipline by 1) respecting the student as an individual and adhering to a proper role in order to assure that the evaluations of students reflect their true merit; 2) respecting the confidential nature of the relationship between professional employee and student; 3) avoiding any exploitation of students for private advantage; and 4) acknowledging a professional employee's duty to assist students and to protect their academic freedom.

The professional employee measures personal success by the progress of each student toward realization of student's potential as a worthy and effective citizen. The professional employee, therefore, endeavors to stimulate the spirit of inquiry, the attainment of knowledge and understanding, and the thoughtful formulation of goals.

In fulfilling the obligation to the student, the professional employee:

1) Encourages independent action in the pursuit of learning and access to varying points or view.
2) Adopts a balanced viewpoint in the presentation of subject manner for which he or she bears responsibility.
3) Conducts professional duties in such a way that the student is not exposed to unnecessary embarrassment or disparagement.
4) Honors the University's commitment to non-discrimination and affirmative action.
5) Keeps in confidence information that has been obtained in the course or professional service, unless disclosure serves worthy professional purposes or is required by law.
6) Tutors for remuneration students assigned to his or her classes only when authority by the Dean.

Collegiality
In appraising a candidate's collegiality, Faculty members and administrators should keep in mind that the successful candidate for tenure will assume what may be an appointment of 30 years or more in the University. Collegiality should not be confused with sociability or likability. Collegiality is a professional, not personal, criterion relating to the performance of a faculty member's duties with the University. The requirement that a candidate demonstrate collegiality does not license tenured faculty to expect conformity to their views. Concerns relevant to collegiality include the following: Are the candidate's professional abilities and relationships with colleagues compatible with the departmental mission and with its long-term goals? Has the candidate exhibited an ability and willingness to engage in shared academic and administrative tasks that the University and his or her unit must

often perform and to participate with some measure of reason and knowledge in discussions germane to University policies and programs? Does the candidate maintain high standards of professional integrity?

Collegiality can best be evaluated at the University and college level. Concerns "addressing" collegiality should be shared with the candidate as soon as they arise; they should certainly be addressed in the yearly review and the third year review. Faculty members should recognize that their assessment of a candidate's collegiality will carry weight with the Promotion and Tenure Committee.

2. Individual RIGHTS AND RESPONSIBILITIES

Each member of the University faculty and the administration, including staff, has the responsibility to abide by the territorial statutes and the Board of Regents policies, rules, regulations and procedures issued for the governance of the University of Guam. In addition, each member of the faculty and administration, including staff, has the responsibility to abide by the policies, rules, regulations and procedures issued by the President of the University of Guam governing faculty activities provided that such policies, regulations and procedures are not inconsistent with the statutes of the Territory of Guam and/or with the policies, rules and regulations and procedures of the Board of Regents.

Each member of the University faculty and the administration, including staff, shall be guaranteed freedom of expression, freedom of association, freedom of publication, right of privacy and of security in one's possessions and freedom from unreasonable search and seizure. No official of the University or body hereof may infringe upon these guarantees.

No individual or group may infringe upon the academic freedom of faculty members or administrators.

No member of the University faculty or of the administration, including staff, may be deprived of rights and privileges within the University without due process.

No member of the University faculty or administration, including staff, may be denied his or her just right, privilege, position or status in violation of the University's policy on non-discrimination and affirmative action.

Each member of the University faculty and the administration, including staff, has the right to petition for redress of grievances in accordance with established procedures for such petition.

The Promotion and Tenure Committee, Academic Vice President, and Board shall consider in all decisions regarding promotion and tenure the professional commitments and responsibilities that faculty and administrators should strive to meet. These commitments and responsibilities are integral and essential parts of the policies, procedures, and criteria that govern all aspects of academic employment including promotion and tenure. Finally, in evaluating the qualifications of faculty members who may be eligible for promotion and or tenure, primary consideration must be given to the several principal endeavors of teaching (or professional competence), research or other creative work, and service.