

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES



# FULL-TIME FACULTY HANDBOOK



UNIVERSITY OF GUAM  
AY 2022-2023

# **Unibetsedåt Guahan University of Guam**

College of Liberal Arts and Social Sciences

## **FULL-TIME FACULTY HANDBOOK**

Prepared by  
Dr. James D. Sellmann, Dean<sup>1</sup>  
Dr. Mary Cruz, Interim Associate Dean  
and  
Approved by the Academic Affairs Committee  
August 2022

---

<sup>1</sup> First written in June 2001, Revised in 2016, 2018, 2019, 2021, 2022.



# CLASS Directory

CLASS Dean's Office	671-735-2850/1/2
Dr. James Sellmann, Dean	671-735-2805
Dr. Mary Therese. F. Cruz, Interim Associate Dean	671-735-2854
Mrs. Doreen Fernandez, PC III	671-735-2853
Communication, Media, and Fine Arts	671-735-2700
English and Applied Linguistics	671-735-2725
Humanities	671-735-2800
Social & Behavioral Sciences	671-735-2870
Master of Arts in English Program Chair office	671-735-2736
Master of Arts in Micronesian Studies Program Chair office	671-735-2816
Master of Science in Clinical Psychology Program Chair office	671-735-2882
Others:	
RFK Library	671-735-2331/41
Triton Store	671-735-2931/34/41
Campus Security Office	671-735-2372/0332
G4S Dispatch	671-646-573/9275
On-Duty Guard	671-888-2456



# Letter from the Dean

Welcome!

To new faculty members, I am pleased to welcome you to the University of Guam, and the College of Liberal Arts and Social Sciences.

To continuing faculty members, thank you for your enduring dedication to our College and University goals.

At the heart of the College's mission is the creation of a challenging and stimulating environment that supports active learning and teaching. As a full-time member of our dynamic faculty, you play an important role in the fulfillment of that mission.

This handbook has been prepared to help orient new faculty as they begin to plan their teaching and to be a resource to continuing faculty. It should serve as a reference for questions that develop along the way. Most questions which you might have concerning policy and procedure are addressed herein. Important campus resources are introduced. The [UOG website](#) will give you access to further information and announcements of upcoming campus activities.

This handbook is NOT a substitute for the [BOR/AFT Faculty Union Agreement](#), the [Comprehensive Faculty Evaluation System](#), or the [Rules, Regulations and Procedures Manual](#). You should have copies of those three important documents, and you should consult them regularly, especially regarding your contractual and professional obligations, rights, and responsibilities. Recently hired faculty members may want to acquaint themselves with the last section of this handbook entitled "Mentoring for New Faculty."

I should also point out that there are two different types of full-time faculty status, namely tenure stream, and non-tenure stream (also known as limited term contracts). If you are not certain about your status, then you should contact me immediately.

Let me again extend our welcome to new faculty and my hopes that your connection with the College will be rewarding for you and your students.

Please take note that it is your responsibility to be physically present on the first day of each semester.

Sincerely,

James D. Sellmann, Ph.D., Dean



# University of Guam Mission Statement

Rooted in the historic tradition of the American University, the University of Guam embraces the ideal of an academic community that transforms mind, body, and spirit and encourages freedom of thought and liberty of conscience.

The mission of the University of Guam is:

Ina, Diskubre, Setbe– To Enlighten, To Discover, To Serve

The University of Guam is a US accredited, regional Land Grant institution. It is dedicated to the search for and dissemination of knowledge, wisdom and truth.

The University exists to serve its learners and the communities of Guam, Micronesia, and the neighboring regions of the Pacific and Asia.

The University prepares learners for life by providing the opportunity to acquire knowledge, skills, attitudes, and abilities through the core curriculum, degree programs, research and outreach.

At the Pacific crosscurrents of the East and West, the University of Guam provides a unique opportunity to discover and acquire indigenous and global knowledge.



# Table of Contents

<b>CLASS DIRECTORY</b> .....	<b>1</b>
<b>LETTER FROM THE DEAN</b> .....	<b>2</b>
<b>UNIVERSITY OF GUAM MISSION STATEMENT</b> .....	<b>3</b>
<b>COURSE RELATED INFORMATION</b> .....	<b>6</b>
GETTING STARTED .....	6
ACADEMIC MESSAGE .....	6
BOOK ORDERS AND COURSE PACKS .....	7
CLASSROOM LOCATION .....	7
OFFICE LOCATION, EMAIL, AND OFFICE HOURS.....	7
FACULTY LOAD AND OVERLOAD .....	8
SYLLABUS.....	8
ASSESSMENT IS REQUIRED.....	9
<b>TEACHING TIPS</b> .....	<b>11</b>
<i>STRATEGIES FOR ACTIVE LEARNING</i> .....	11
<i>EXAMINATIONS AND PROJECTS</i> .....	11
<i>TUTORS AND TEACHING ASSISTANTS (TA)</i> .....	13
<b>GENERAL ISSUES</b> .....	<b>14</b>
<i>CLASS ROSTERS</i> .....	14
<i>DUPLICATING SERVICES</i> .....	14
<i>LEARNING MANAGEMENT SYSTEM (LMS)</i> .....	14
<i>SUPPLIES AND MATERIALS</i> .....	14
<i>ATTENDANCE POLICY</i> .....	15
<i>CANCELING CLASS</i> .....	15
<b>GRADING</b> .....	<b>16</b>
<i>FINAL GRADE REPORTS</i> .....	16
<i>GRADING SYSTEM</i> .....	16
<i>GRADE APPEAL PROCEDURE</i> .....	17
<b>FACULTY RELATED INFORMATION</b> .....	<b>19</b>
<i>STUDENT EVALUATION OF TEACHING</i> .....	19
<i>CHAIR'S EVALUATION</i> .....	19
<b>PERSONNEL AND RELATED ISSUES</b> .....	<b>20</b>
<i>SUPERVISOR</i> .....	20
<i>DIVISION CHAIR</i> .....	20
<i>PART-TIME FACULTY</i> .....	20
<i>HUMAN RESOURCES</i> .....	21
<i>PRIVILEGES</i> .....	21
<i>LIBRARY CARD</i> .....	21
<i>TB TEST AND PAYCHECKS</i> .....	21
<b>COLLEGE POLICIES AND OTHER RELATED INFORMATION</b> .....	<b>22</b>

<i>PROFESSIONAL STANDARDS</i> .....	22
<i>SEXUAL HARASSMENT POLICY</i> .....	23
<i>INCLEMENT WEATHER</i> .....	24
<i>DRUG-FREE WORKPLACE POLICY</i> .....	24
<i>NON-SMOKING POLICY</i> .....	25
<i>FACULTY GRIEVANCE PROCEDURE</i> .....	25
<b>CAMPUS RESOURCES</b> .....	<b>26</b>
<i>ROBERT F. KENNEDY LIBRARY</i> .....	26
<i>MARC LIBRARY</i> .....	26
<i>COMPUTER TECHNICIAN</i> .....	27
<i>COMPUTER CENTER</i> .....	27
<i>STUDENT ADVISING</i> .....	28
<i>STUDENT COUNSELING SERVICES</i> .....	28
<i>STUDENT LIFE OFFICE</i> .....	28
<i>CAREER DEVELOPMENT OFFICE</i> .....	28
<i>HEALTH SERVICES</i> .....	29
<i>AMERICANS WITH DISABILITIES ACT</i> .....	29
<i>STUDENT ACTIVITIES CENTER</i> .....	29
<i>CAMPUS SECURITY</i> .....	30
<i>EMERGENCIES</i> .....	30
<b>MENTORING NEW FACULTY</b> .....	<b>31</b>
COMPREHENSIVE FACULTY EVALUATION SYSTEM .....	31
REAPPOINTMENT .....	32
REAPPOINTMENT CHECKLIST .....	34
WHAT IS A COMPREHENSIVE PLAN? .....	34
FACULTY MENTORS .....	35
TIPS FOR NEW FACULTY .....	35
TIPS FOR FACULTY MENTORS .....	37
PROMOTION AND TENURE .....	38
SAMPLE CFES FORM .....	41
SAMPLE SPECIAL CV OUTLINE .....	42
PROMOTION & TENURE COMMITTEE EVALUATION CHECKLIST .....	45
<b>UNIVERSITY SERVICE</b> .....	<b>48</b>
<b>COMMUNITY SERVICE</b> .....	<b>49</b>
<b>APPENDIX: SAMPLE FORMS</b> .....	<b>53</b>
Leave Form	Incomplete Grade Form
Variance Notification Form (Canceled Class, Office Hours)	Change of Grade Memorandum
Textbook Request: Textbook, Desk Copy	Course Evaluation Form
CFES Form	Academic Five-Year Calendar
Faculty Load Information	Liability Waiver Forms
Faculty Door Card	- Off-Campus, Travel



# Course Related Information

## *Getting Started*

Please take note that it is your responsibility to be physically present on the first day of each semester. All full-time faculty members are expected to perform the tripartite roles: instruction, research, and service. Most full-time faculty members are hired as teaching faculty, which means that at least 50% of their workload is dedicated to instruction.

At the University of Guam (UOG), our focus is on excellence in teaching and concern for our students' learning and development. Achieving excellence requires setting expectations that are challenging and the creation of learning environments that provide the appropriate forms of support for rising to meet those challenges. UOG students are expected to begin their college career with FY100, a semester-long orientation to college life and the skills and attitudes necessary to be successful. The primary pillars of a student's education at UOG are the General Education program and the student's Major. The curriculum in both these areas is structured to be developmental and integrated, so that graduates leave UOG with the knowledge, skills, and values that will assist them to live fulfilling and productive lives in an ever more complex world.

The goal of teaching excellence is supported by several guiding principles:

- A) Careful course preparation
- B) Creation of an active classroom environment in which writing, discussion, and individual and collaborative application of ideas takes place
- C) Respectful interactions with students in class and in office hours
- D) Respect for the diverse cultures that our students represent—learn to pronounce their family names
- E) Professionalism that represents well the discipline, the department and the college.

## *Academic Message*

A UOG student's highest purpose is Academic Citizenship: giving attention to learning and reflection, developing intellectually, connecting knowledge and experiences, and upholding professional standards and ethical codes.

In support of Academic Citizenship, UOG faculty members should substantively challenge their students and expect excellence of them. Faculty should reinforce the Academic Citizenship message, clarify course expectations, use professional standards, and expect timeliness. If a student seeks academic advice, and you are not prepared to assist them, you should ask them to consult another full-time faculty member who is a student advisor. Student advisors are listed in the [UOG Undergraduate Catalog](#).

## *Book Orders and Course Packs*

Textbooks are ordered through the Division office. The books are sold at the Triton Store, located at the Student Center. Generally, Fanuchánan (Fall) textbooks will have been ordered toward the end of the prior February, and Fañomnákan (Spring) books are ordered by the end of September. If you are considering changing a textbook, check with your Chair about whether texts have already been ordered for your course or if there are certain guidelines for text selection set by the department. You should submit your book order on the [order form](#) available from the Division Administrative Assistant. Information you will need to provide includes primary author, title, edition, publisher, and ISBN. See the attached textbook order form and the desk copy request form.

Course Readers can also be sold at the campus Triton Store. If you are interested in developing a course reader the Triton Store can assist you. It is essential that copyright permissions be secured for all copyrighted material, and it is your responsibility to secure them.

## *Classroom Location*

Classrooms are assigned through the Division and Dean's office. If you have requests concerning classroom features, discuss them with your Chair. He or she will consult with the Dean's office to determine available options. A final list of classroom locations is available at the Dean's office prior to the beginning of each semester. You could consult the course schedule or the Division Administrative Assistant (AA) to learn where your class will meet.

## *Office Location, Email, and Office Hours*

Your Chair will work with the Dean to secure an office space for you. In some Divisions, full-time faculty members share an office. New faculty may contact their Chair or AA to learn of their office assignment, and office phone number. To obtain a UOG computer login for e-mail services or to change your e-mail or internet access, a form for the UOG Computer Center with the Dean's approval is required.

Your office will provide you a place to work and to meet with students. Full-time faculty members are kindly requested to be available outside of class time for their students. The current contract requires full-time faculty to hold office hours. You must be available in your office for, at least, six (6) hours each week, and the six hours must be distributed over a three-day period. You must state your office hours on the Faculty Load Information form, your syllabus, and your office door. Please, do not schedule office

hours for very short periods of time such as twenty (20) minutes or less.

### *Faculty Load and Overload*

Please take note that it is your responsibility to be physically present on the first day of each semester. During the first week of classes, you will be requested to complete a [Faculty Load Information form](#). This information is only used by the Division and Dean's offices. It is especially requested that you provide your home phone or cellphone number in case of an emergency, and we need to reach you. Please, note that the [BOR/AFT Faculty Union Agreement](#) establishes a full-time teaching load as 12-15 credit hours. The current administrative practice limits full-time teachers to a course overload of only 2 courses per-semester, including courses from any Division within the University. Compensation for overload courses for full-time instructors is determined by the CLASS Academic Affairs Committee and the Dean and is guided by overall University practice. The compensation guidelines are based on a combination of factors, including academic credentials and course enrollment. Currently, instructors holding a terminal degree are paid \$1333.33 per-credit hour, and instructors with a Master's degree are paid \$1,083.33 per-credit hour, and instructors with a Bachelor's degree are paid \$833.33 per credit. If at least 10 students do not enroll in the course, you will have the option either to cancel the course or to teach for prorated pay, that is 65% of the total tuition. Before canceling a course due to low enrollment, you should discuss the situation with your Chair. Unless the enrollment is very low (e.g., less than 8-9 students), or you have a family or medical emergency, it is generally considered unprofessional to cancel a course you have agreed to teach. It could be detrimental to the students' academic progress if you backout of teaching an overload course after it appears in the printed schedule. The [BOR/AFT Faculty Union Agreement](#) is the governing document regarding working conditions.

### *Syllabus*

Your course syllabus must follow the guidelines established in the [BOR/AFT Faculty Union Agreement](#) and should use the approved [course syllabus template](#). The official Course Outline form may be distributed at the same time. You can obtain a copy of the Course Outline form at the Division or Dean's office; they are also on the UOG website. Syllabi must be distributed to students during the first week of classes. A syllabus should be a clear and informative document that communicates your expectations to your students and that provides them a guide to being successful in your class. There are, of course, various ways to develop a syllabus and your Chair will be glad to share model syllabi with you. The [guide for developing a course syllabus](#) can be found on the UOG website. Below are the types of information you are encouraged to include:

1. A matrix that contains and aligns the course SLOs, PLOs, and ILOs.

2. A semester calendar listing due dates for assignments, exams, and other important dates, and a statement of the time of all meetings, such as laboratory periods, scheduled in connection with the class.
3. A statement of the prerequisites of the course, if any. Students not eligible for the course should be sent immediately to the Registrar's Office. Students whose names are not on the official roster should not be allowed to attend.
4. Discussion of the learning objectives, their alignment to the program and institutional learning outcomes, and the value to be derived from the course; state the student learning outcome assessment methods used in the course.
5. Discussion of the contents of the course; link each assignment to the course SLOs and PLOs.
6. A statement of the complete requirements of the course, including the textbook(s) and required library readings, the number and nature of required reports and papers, supplementary readings, and the types of quizzes/examinations to be used; the readings, assignments and test should be explicitly linked to the course learning objectives.
7. An explanation of the method to be used in computing the final course grade.
8. The attendance policy for the class.
9. The UOG ADA policy.
10. The plagiarism policy.
11. A discussion of professionalism and any specific issues relevant to this course (e.g., what is and is not acceptable collaboration within your course).
12. Office location, office hours, office telephone, and campus e-mail.

You are asked to provide your Chair with a hard copy of your syllabus. Chairs may also request a digital copy. Copies of syllabi are made available to assist in advising, library acquisitions, accreditation reviews, and other college purposes.

### *Assessment is Required*

Assessment—an independent measure of student learning—at both the course and the program levels prompts change that should improve student learning, the curriculum,

and the pedagogy. Assessment provides valuable information specific to student learning outcomes (SLO) and program learning outcomes (PLO). Assessment of SLOs and PLOs are also expected to align with the Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs), if applicable.

Programs are required to develop a curriculum map and 5-year assessment plan that identifies the PLOs to be assessed each year and the role that each faculty member plays in the assessment process. The Program curriculum map and assessment plan must be uploaded to Nuventive and submitted to the Dean's Office.

Faculty are responsible for developing, executing, and reporting on *at least one* assessment project each year that aligns with their Program assessment plan. Faculty can seek guidance from their respective Chair, faculty mentor, Dean or Associate Dean.

Assessment reports are due on or before November 1 each year. Specifically, program level assessment reports completed in the Fanuchånan and/or Fañomnåkan semesters must be uploaded to Nuventive, the UOG assessment database. Faculty should submit their assessment report with their annual CFES report each year.



# Teaching Tips

## *Strategies for Active Learning*

A handbook is not an optimum avenue for "teaching about teaching." At best, it can share with you some general ideas about an orientation to teaching shared by many UOG faculty.

Education is a dynamic union of teachers, learners, and the material to be learned. There is much diversity in each of these three arenas, and excellent teaching acknowledges and attempts to build upon the strengths of that diversity. In short, no single method is right for all people or for any single person on all occasions. It is important to think carefully about how one teaches and to whom, just as much as it is what one teaches. There are times when specific content is indeed best transmitted through a clear and engaging lecture. But one must be sensitive to the realistic limits of people's attention span and to the range of learning outcomes for which even excellent lecturing is appropriate. For instance, if a course goal is for students to apply a theory to a hypothetical case, then opportunities to engage in such thinking must be built into the class. It is not reasonable to assume that students will be able to make such transfer of learning without guidance and practice.

UOG faculty members have worked with and have developed a wide variety of methods and strategies for what may broadly be termed active learning.

Classroom techniques may include such activities as:

- Case studies
- Collaborative learning groups

Curriculum innovations such as:

- Writing across the curriculum
- Critical thinking initiatives, and

Non-classroom-based instruction such as:

- Student research and
- Experiential learning.

Enter discussions with your department colleagues about your own ideas, seek out their ideas, and listen carefully to what your students will teach you about the art of teaching.

## *Examinations and Projects*

The preparation of exams and projects is of equal importance to the preparation for class sessions. Meaningful assessment of student performance is not an add-on to

classroom activities but is rather an integral part of the learning experience. Thus, not only should content mastery be a focus for assessment, but also skill development. For example, if it is our goal for students to communicate more clearly in writing, then we must have them write and we must assess those abilities. If we believe that education is more than rote memorization and suggests the capacity for critical application of knowledge to meaningful situations, then we must design our assessment procedures to assess such competencies. Finally, assessing student work is more than assigning letter grades. It is part of our ongoing dialog with our students. Therefore, it is incumbent upon us to provide our students with multiple and varied means of having their progress assessed and to provide them feedback that is timely, clear, and directed toward improvement. (Being told one did something wrong is not as helpful as being provided early in the semester with some guidance as to how one might improve.)

There are some guidelines you might wish to consider as you plan this part of your course.

YOU SHOULD:

- A) give multiple and varied assessments. These provide more regular and reliable information about student progress for both you and your students and help you find potential problems earlier in the semester.
- B) provide clear and timely notice of exams and due dates (as well as any changes made to previously established dates). UOG student evaluations of faculty show that they are very sensitive to whether the instructor is on time for class and ending class on time. They also watch for effective use of class time.
- C) provide clear guidelines about your expectations. You should not assume they will be understood without saying (such clarity need not stifle student creativity or initiative).
- D) think through your own opinions about missed exams, makeup tests, and late assignments (you might also discuss such issues with your departmental colleagues), and then decide upon a practice you can implement clearly, consistently, and evenhandedly with your class.
- E) remain fair in your grading. Students are sensitive to issues of fairness, so be sure to check with your Chair about any departmental grading scale. There is not one universal grading scale throughout the college. You'll want to know what is done in your department; and
- F) there is a university wide policy that the final exam period must be used, if not for a final exam, then to do a student learning assessment or recap and close the course. The [Final Exam Schedule](#) is available online.

Other questions you might have about college policy concerning rescheduling exams, final exams, and so forth should be directed to your Chair.

### *Tutors and Teaching Assistants (TA)*

If you need tutors or TAs for your course, please, discuss options with your Chair. Student Support Services offer limited tutor services, especially for Math and English. DEAL supports the Writing Center that provides tutoring services to students. The Writing Center prioritizes students enrolled in English classes but does not turn students away.



# General Issues

## *Class Rosters*

You can access your class roster on WebAdvisor. If a student is present whose name is not on the roster, the student should be requested to report immediately to the Registrar's office. During the Drop/Add period, students may request your permission to enter your course after the course is "closed" due to full enrollment. Some programs may have a policy regarding overrides. In other cases, it is your choice to allow students to enter. Either way, you should take care that you do not allow more students to enter than permitted by the posted Fire Code, or available chairs in the room.

Final class rosters should be verified on WebAdvisor at the end of Drop/Add registration (about three weeks into the semester). The Registrar should be informed immediately of any discrepancies between class membership and the class roster. Students not officially enrolled in the class may not receive credit and should not be permitted to attend, unless you have agreed that the student may audit your course. If you have students whose names appear on the roster but who are not attending class, report them to the Student Counseling Services early in the semester. (Refer back to the section on Academic Advising.)

## *Duplicating Services*

Your Division provides services for duplicating syllabi, exams, and other course materials. Your Chair or AA will provide the account number you will need to operate the copy machine. If you cannot copy the material yourself, then you should give the Division AA a one- or two-day advanced notice of the work requested. As much as possible, you are encouraged to make all course materials available online via Moodle or other LMS platform that is easily accessible to students.

## *Learning Management System (LMS)*

The University of Guam uses [Moodle](#), an online learning platform, to provide students with course content and resources. Faculty can create an account on the University's [Moodle homepage](#). Contact the [Moodle Help Desk](#) for assistance with logging in, to create course shells and for technical assistance related to Moodle.

## *Supplies and Materials*

Course related supplies and materials are available at your Division Office. Your Chair is responsible for the Division budget and will advise you concerning procedures to order necessary supplies.

### *Attendance Policy*

The College's emphasis on active and collaborative learning in the classroom encourages responsibility for all students to attend class regularly. Recognizing this principle, divisions and individual faculty members maintain professional discretion for determining their specific attendance rules and practices. Consult first with your Chair concerning any established division guidelines. Whatever policy you finally implement, it is imperative that it be clearly communicated to your students. Print it clearly in your syllabus and review it in class on the first day the course meets.

### *Canceling Class*

If health or other emergencies should arise, you must notify your Chair or AA/AO of your absence. They will arrange to post this information in your classroom. If you will not be in class due to an anticipated absence, inform your Chair as early in the semester as possible and submit a [Leave Form](#) and the [Variance Notification Form](#) in advance of your leave. Your Chair will assist, but you should arrange for a colleague to cover your class or plan an appropriate experience for your class during your absence. When class is canceled due to an anticipated or unanticipated absence, it is still the responsibility of the faculty to ensure that learning is taking place and student learning outcomes are met.



# Grading

## *Final Grade Reports*

You will be asked to submit a grade online for each of your students at the end of the semester, using the WebAdvisor software. It is crucial that you submit your grade reports by the time indicated by the Registrar. Grades for graduating seniors are usually due the Friday of final exam week, and other student grades are usually due the Monday following final exams. Grades are to be submitted online to the Admissions and Records Office, using WebAdvisor. Please, do not allow a student to submit your grades.

Grade reports are made available to students through the WebAdvisor. Though parents sometimes request information on grades, these are part of the student's official record and may not be reported to the parents or other parties without the student's permission. This is a federal law—see the [FERPA regulations](#). Notification of this to parents, should the occasion arise, is to be handled diplomatically. Open communication between the student and his or her parents is encouraged, though confidentiality of student records must be upheld.

## *Grading System*

Graduation is dependent upon the quality as well as the quantity of work completed. Specific cutoffs for awarding letter grades vary across programs, and you will want to consult with your Chair and colleagues concerning norms for your area.

\* Grades are permanent and may not be changed except in case of error or the student retaking the course. After an instructor has certified a grade to the Registrar, he/she may change it before the end of the next regular grading period only if there was an error in calculating or recording the grade. The change must be made in writing on the proper Change of Grade Form and have the signed approval of the Dean. Copies of the [Change of Grade Form](#) and the petition for an [Incomplete Form](#) are attached. Please, note that the student should initiate the petition for an incomplete. At the very least, the student must agree to receive an incomplete and sign the form. If the student is not available to sign the form, the Instructor may submit an incomplete form without the student's signature.

**Repeat Courses:** Courses repeated following first enrollment in the course count only once in computing the cumulative grade point average. In such cases, the most recent grade is counted rather than any previous grade(s) received. Students must receive approval from their advisor and the Dean to retake a course for a third or subsequent

time.

**Pass/Fail Courses:** Only a few special courses are offered on a pass/fail basis.

## Grades

Letter Grade	Grade Point Value	Percent Grade	Definition
A +	4.00	98-100%	Outstanding Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%	
A -	3.67	90-92%	
B +	3.33	87-89%	Good Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%	
B -	2.67	80-82%	
C+	2.33	77-79%	Adequate Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%	
D	1.00	60-69%	Deficient Min passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure Inadequate to receive credits.
P	-	Pass	
I	-	Incomplete	
NC	-	No Credit	

The letter grades with plus and minus listed above must be used in every course unless specified otherwise in the official Catalog course description.

## *Grade Appeal Procedure*

Any student enrolled at the University of Guam may appeal a grade on the basis of a question concerning:

- clerical error,
- personal bias or arbitrary grading.

The formal appeal must be made as soon as possible immediately following the grading period for which the grade is received.

Procedure:

- A. The student should immediately discuss the situation with the professor involved. At that meeting, the faculty member will:

1. Show the student any of the student's work which remains in the faculty member's possession (e.g., papers, final examination, projects).
  2. Review any work which the student brings to discuss.
  3. Explain how the student's grade was determined based on the standards set forth at the beginning of the class.
  4. Re-figure the numerical computation of the grade, if any, to ascertain that there have been no clerical errors. If the grievance can be equitably settled, the matter will be closed.
- B. If the grievance cannot be equitably settled, the student shall immediately discuss the matter with the professor's Chairperson. If the student, the professor and the chairperson can settle the grievance equitably, the matter is closed. If the grievance cannot be equitably settled, the student shall immediately file a formal written appeal with the Dean.
- C. The student shall then discuss the matter with the Dean, who shall discuss the grievance with the student, the professor, and the Chairperson. The Dean shall conduct these discussions as expeditiously as possible. If the grievance can be equitably settled, the matter will be closed. If the grievance cannot be equitably settled, by the above informal process, then the student should follow the procedure in the [Student Handbook](#) as outlined in the Procedure for Solution of Problems of Student Academic Rights.



# Faculty Related Information

## *Student Evaluation of Teaching*

Toward the end of the semester, students will complete an evaluation of your course on [CollegeNET](#). Student evaluations of the learning process provides vital information to the ongoing assessment and improvement of the academic program. It also provides valuable feedback to the individual professor concerning his or her own professional development. You can access a summary of the quantitative analysis for your course as well as written comments provided by students on [CollegeNET](#). The Dean's office will also be given this information. You are welcome and encouraged to review these evaluations with your chair. A hyperlink to the [online evaluation form](#) is attached.

## *Chair's Evaluation*

One responsibility of Chairs is to mentor both full-time and part-time faculty. You may request your Chair or other colleague to observe and evaluate your teaching. These observations provide an insight into the processes of teaching that often are not captured on evaluation forms. A post-observation consultation with your Chair can help identify areas of strength and concern and can be used as a collegial opportunity to refine and improve one's work in the course. You are encouraged to solicit input from your Chair throughout the semester on a range of issues that might enhance your teaching. Finally, initiating a self-evaluation of your work in the course can be fruitful. Soliciting brief, focused, feedback from your students about a third of the way into the course can give you insights about both refinements you might make for the rest of the semester and issues you might request your Chair to attend to when he or she visits your class.



# Personnel & Related Issues

## *Supervisor*

The Dean of the College of Liberal Arts and Social Sciences (CLASS) is your direct supervisor. The Dean normally shares oversight of the four CLASS Divisions with the Associate Dean. Therefore, if the Associate Dean is covering your Division, you may refer questions about administrative matters to either the Dean or the Associate Dean.

Because the University operates through a process of shared governance, the recommendations of the faculty and Chair overseeing your Division will have considerable weight in the Dean's decisions or recommendations to the executive level of administration. You will find the assistance of faculty colleagues to be invaluable especially on pedagogical issues. You should check with the Dean, Associate Dean or Chair regarding any questions you might have concerning any confusing procedures, or sensitive issues.

## *Division Chair*

Although this handbook attempts to provide a printed resource for many of the questions you might have, it has already directed you to your Chair for many specific issues. The Chair, as the elected leader and representative of the Division, is your liaison to the administration and the person whom you will work directly with on matters relating to your academic responsibilities. The Chair provides leadership regarding the quality of the Division's programs, including full-time and part-time faculty. The Chair is also a resource for enhancing your own professional development. The Dean is your official supervisor.

## *Part-time Faculty*

Because of dwindling resources, part-time faculty members (adjuncts) play an important role in the life of a discipline or program. The full-time faculty members of a discipline or program are responsible for curriculum development and maintaining the lecture pool of part-time faculty. In most cases the full-time faculty members are more experienced than the part-time faculty members, and as such they should mentor and act as a resource for the part-time faculty. In some instances, a part-time faculty member may have more experience than the full-time faculty members in which case she/he can be a valuable resource for the full-time faculty. In either case, full-time faculty members should respect and assist their part-time colleagues.

## *Human Resources*

The [Human Resources Office](#) is in the Administration Building on the cliff line. They can address other personnel questions you might have. The [Payroll Office](#) is also in the Administration Building. Those are the two offices where you must complete employment forms (W-4) and make other arrangements for employment purposes. However, before turning to either of these offices concerning compensation issues, please, speak with your Division Administrative Assistant, or the CLASS Program Coordinator III, Mrs. Doreen Fernandez, who is the official CLASS timekeeper and is knowledgeable about the financial terms of your contract.

## *Privileges*

As a full-time member of the faculty, you may check out material from the RFK library. You are encouraged to attend college events. In addition to the merits of the programs themselves, this will afford you the opportunity for contact with students outside of class. Parking on campus is open. There are no special parking places for faculty or staff.

## *Library Card*

Full-time faculty should stop by the [RFK Library](#) and obtain a library card that can be used to check books from the library and for other services on campus. For hours of operation call 671-735-2311.

## *TB test and Paychecks*

According to University policy, all faculty members must submit evidence of a tuberculosis clearance. Sometimes a PPD (TB skin time test) is administered by Student Health Services for a small fee. Paychecks are issued after all required employment papers, including the Withholding Allowance Certificate (W-4 form) and yearly tuberculosis clearance are filled. Most faculty members are on a nine (9) month contract, and as such you have the option to be paid every two weeks over the course of the calendar year (26 pay periods), or you can receive all your pay over the nine-month period (18 pay periods). Those few faculty members in the college who are on a twelve-month contract are paid every two weeks. Special contracts are prepared for overload courses, and the pay is listed on your paystub as “overtime.”



# College Policies & Other Related Information

You should have a copy of key policy documents such as the [BOR/AFT Faculty Union Agreement](#) that is the contract governing work conditions, the [Comprehensive Faculty Evaluation System](#), the [UOG Rules, Regulations and Procedures Manual](#), the [College Rules and Procedures Manual](#), and the [Student Handbook](#).

## *Professional Standards*

The basis of all interaction at the University of Guam is the expectation that students, faculty, administrators, and staff will behave in accordance with the values of an academic community.

As a member of the College community, each instructor has a positive responsibility with respect to professional ethical standards. This responsibility involves the appropriate interpretation of such standards and the promotion of conditions favorable to effective work. The instructor should remain in the classroom during tests and final examinations. If the instructor has reason to believe that a student has cheated, the instructor is to file a complaint with the Dean or Associate Dean as soon as possible after the student has completed the test. At this time the instructor is asked to present all facts and documents necessary to support his/her belief that the student has cheated. Plagiarism and other forms of attempting to receive credit for work not one's own are obvious violations. You will need, however, to clarify with your students what is and is not acceptable behavior for the type of teaching you do. For instance, if projects are done within the context of collaborative learning groups, but each member submits his or her own project report, it is imperative to be clear what is acceptable behavior and what is appropriate acknowledgment of the contributions made by group members. A careful and thorough review of professional standards and their application in your class fosters reflection on the part of your students concerning their ethical obligations and commitment as part of the college community.

The responsibility of the instructor is interpreted to include:

- \* clear exposition of the values and obligations of professional standards,
- \* the maintenance of order,
- \* quiet demonstration of the importance of personal interest, fairness and mutual consideration, and
- \* uniform procedure in handling violations.

In the event of a violation, the incident should be reported to the Dean or Associate Dean. The professor has the right to handle the matter and may take the student to the Discipline and Adjudication Committee to file a formal complaint and take further

disciplinary action.

You may want to request that each student sign a pledge for all tests, examinations and all outside written work which is to be completed independently, indicating that the student has neither given nor received aid.

Each instructor has the responsibility to indicate to his/her students the policy regarding the pledging of assigned work done outside of class. There should be complete and explicit instructions regarding the ethical standards for the pledge.

### *Sexual Harassment Policy*

Sexual harassment is a violation of University policy, as well as Guam and federal law.

#### A. Policy

It is the policy of UOG, in keeping with efforts to establish an environment in which the dignity and worth of all members of the college community are respected, that sexual harassment of students and employees at the University of Guam is unacceptable conduct, will not be tolerated and may result in employment termination. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when that behavior falls within the definition outlined below.

#### B. Definition

Sexual harassment of employees and students at the University of Guam is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing.
2. Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile, or offensive work or educational environment.

#### C. Complaint Procedures

Personnel who feel that they have been sexually harassed as defined should report the incident to the Equal Employment Opportunity Officer 671-735-2971. If appropriate, further action may then be taken in accordance with the procedure outlined in the [Sexual Harassment Policy](#) guidelines.

## *Inclement Weather*

The College remains open during tropical storms and other inclement weather to serve resident students and commuters who live near the campus. However, if weather conditions are so severe as to render it dangerous for students to reach the college, those who elect not to come to campus on that day will not be penalized for failure to do so.

University of Guam faculty and staff members are expected to be prudent and to take all reasonable measures to reach the campus during inclement weather. In some cases, administrative offices will be open even if classes are canceled or the schedule is altered. Only the President cancels classes due to weather problems.

### A. Closing Before the Workday Begins

A decision to cancel classes and close the college or alter the schedule of classes before the workday begins will be related via the media. Information will be relayed to the following local radio and television stations:

#### Radio Stations

K-57 Talk Radio (am)

#### Television Stations

KUAM Channel 8; Pacific News Center Channels 6 and 7

### B. Closing During the Day (employees already at work)

A decision to close during the day will be transmitted to the vice presidents, and the decision will be communicated to campus offices or to the appropriate offices affected. The decision will also be listed on the [UOG website](#).

## *Drug-Free Workplace Policy*

In compliance with the Drug-Free Workplace Act of 1998, the University of Guam is committed to maintaining a healthy, drug-free work environment. The unlawful MANUFACTURE, DISTRIBUTION, DISPENSATION, POSSESSION OR USE OF A CONTROLLED SUBSTANCE, as defined in the Act, is prohibited in the workplace.

In accordance with the Act, as a condition of employment, each employee must do the following:

1. Abide by the terms of the above statement.
2. Notify UOG of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction. Upon notification from the employee, the College is obligated to report such conviction to the federal

government within ten days.

Violation by an employee of any prohibitions set forth in the above statement will be grounds for disciplinary action up to and including termination and may have legal consequences. As a Government of Guam employee, you may be required to have a drug test.

Note that consuming alcohol on campus without prior approval from the appropriate administrator, and intoxication on campus are grounds for adverse action ([BOR/AFT Faculty Union Agreement](#) Art. X, E).

### *Non-Smoking Policy*

The University of Guam is a Tobacco and smoke-free campus with respect to all its facilities, except for student residence rooms. UOG supports the rights of nonsmokers and enables smoke-free environments to be established in classrooms, in public service areas and, generally, in all enclosed building areas on campus. The University acknowledges the rights of smokers by directing them off campus to smoke.

### *Faculty Grievance Procedure*

Faculty members have the contractual right to file a grievance against an administrator for breach of contract. In the spirit of cooperation and collegiality, an informal solution for problems or complaints should first be attempted before filling a grievance. Details on the grievance procedure can be found in the [BOR/AFT Faculty Union Agreement](#), and the [Rules, Regulations, and Procedures Manual](#).



# Campus Resources

There are various resources on campus which provide valuable support in implementing the academic program. Several of them which may be of most immediate help to you or to your students are discussed below. Please, feel free to turn to your colleagues in these areas for their specialized assistance. Your Chair can also advise you about other resources not listed here. Hours of operation occasionally change, particularly near exam times.

## *Robert F. Kennedy Library*

The Dean of the Library can be reached at 671-735-2331, and the reference desk can be reached at 671-735-2341. For a current list of library personnel or current hours of operation, check <http://www.uog.edu/rfk>

### Services:

- \* computerized library catalog
- \* 106,798+ books
- \* reference assistance
- \* Access to multiple electronic resources, including CD-ROM reference products and OCLC
- for cataloging, reference, and interlibrary loan, periodical indexes, and journals on-line
- \* 4-month loan period for circulating materials for faculty
- \* materials for classes placed on reserve
- \* selective depository for US government documents
- \* books, serials, and media acquired to support the curriculum.
- \* automated circulation system
- \* 868 serial titles
- \* interlibrary loan program

You may send requests for new books or instructional materials to be purchased to the Dean of the Library.

## *MARC Library*

The Micronesian Area Research Center supports a collection of documents pertaining to Guam and Micronesia. Visit the [MARC website](#) for more information.

### Media Services located in the RFK Library

Media Coordinator: 671-735-2326  
Staff: 671-735-2327

Services:

- \* circulates audiovisual software including video, filmstrips, tapes, CDs, phono-discs (all can be checked-out with some restrictions)
- \* has viewing and listening stations for non-print media
- \* supports some audio-visual classroom equipment
- \* offers workshops on effective use of media (on request)
- \* assists in media production of slides, posters, computer graphics, audio recordings, and multimedia.

### *Computer Technician*

If you need technical computer assistance, see the Division AA to obtain and prepare a work order for a computer technician's assistance. Your AA will submit the work order to the CLASS Associate Dean who will make arrangements with a computer technician. If it is a task that cannot be performed by the technician, the Associate Dean and the AA will have it routed to the Computer Center or a repair shop. There must be a Purchase Order (PO) in place BEFORE a computer is taken into a repair shop.

### *Computer Center*

If your e-mail, internet, or Colleague access goes down, you may make immediate inquiries to the [Computer Center](#). Director, 671-735-2635/39; Staff: Senior Applications Programmer 671-735-2632; or email [helpdesk@triton.uog.edu](mailto:helpdesk@triton.uog.edu).

Services:

- \* assists faculty in incorporating computing technology into instruction
- \* assists college computer labs
- \* provides workshops on specific computer applications (e-mail, Word, Excel, and Windows)
- \* provides workshops for classes requested by faculty
- \* reserves computer labs for classes requested by faculty
- \* maintains the e-mail, internet, and Colleague systems.

The College supports 2 computer labs: the DEAL open lab in EC 202 and a Modern Language teaching lab in HSS 111. Consult the DEAL Division AO to reserve the DEAL lab or the HUMA Division AA to reserve the Modern Language lab for your classes. You may also contact your AA/AO to assist with reservations.

## *Student Advising*

Academic student advising is the responsibility of every faculty member. Faculty associated with a major or minor should discuss advising and make assignments of students to each of the program's faculty. Faculty members will be trained to access the academic records of their advisees on the Colleague System. This should facilitate regular communication and informed advising conversations between faculty and their advisees.

## *Student Counseling Services*

The [Student Counseling Services](#) provide both academic and personal counseling. They can be reached at 671-735-3342/2291.

Student Counseling Services can assist you if you have a student who needs special assistance. If you have concerns about a student in your class (excessive absences, early indications of probable failure, etc.), you are encouraged to contact the office by phone, or in person. Indicate the name of the student, the course, and the specific concern you have. The center will notify the student's academic advisor in hopes of redressing the problem in a timely manner. Unexpected changes in a student's attendance and performance can be a sign of some personal or familial problem. At times, you might wish to encourage a student to contact the Counseling Center. You are also welcomed to call the Center to consult with the staff about concerns you might have about a student.

Once a student declares a major, he or she is assigned to an academic advisor in that program. However, there are many students (especially freshman and first semester sophomores) who are still undecided. The Registrar, Student Counseling, and Student Affairs organizations work with students from the time they are admitted to when they are assigned a departmental advisor. There are other advising activities coordinated through the Student Affairs organization.

## *Student Life Office*

Student Life organizes academic advising during new student orientation. Contact the Student Life Office at 671-735-0246.

## *Career Development Office*

The Career Development Office offers students and alumni assistance in job placement and for suitable positions in their career areas. The office assists students to develop

self-direction and personal responsibility in the career decision-making and job search process. Contact the Career Development Office at 671-735-2233/34.

Services:

- \* Job-search skills
- \* Employment opportunities
- \* Career Service Library
- \* Career programs, workshops, mock interviews.

### *Health Services*

The [Student Health Services](#) provide outpatient care for a wide range of minor injuries and ailments. For current services and hours of operation contact 671-735-2225/6.

### *Americans with Disabilities Act*

ADA matters are handled by the [Equal Employment Opportunities Office](#). ADA ensures that individuals with disabilities have equal access and nondiscriminatory access to all benefits, privileges, opportunities, and obligations provided by the University. The EEO Office can be reached at 671-735-2244. If a student needs assistance with one of the external elevators, then you should contact the Safety Office at 671-735-2370 or dispatch office 671-649-9275 or guard on duty 671-888-2456. Every Syllabus must contain an ADA statement such as:

ADA Statement: If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Student Counselling and Advising Service Disability Support Services office to discuss your specific accommodation needs confidentially. A Faculty Notification letter will be emailed to me specifying your approved accommodations. If you are not registered, you should do so immediately at the Student Center, Rotunda office #5, sssablan@triton.uog.edu or ph/TTY: 671-735-2460, to coordinate your accommodation request.

### *Student Activities Center*

The Student Activities Center is a central gathering point for students. The Food Court, consisting of several food concessions, the Triton Store, a small post office, some student mailboxes, Student Government Association offices, the Office of Student Affairs and the Career Placement Center can all be found at the Student Center.

## *Campus Security*

You might wish to know that campus security can provide you an escort to your car. If you are on campus and desire an escort to your car or some other location on campus, please contact the security office at 671-735-2365 or their pager 671-476-9804 or 671-649-9275, or 671-888-2456.

## *Emergencies*

If you encounter an emergency on campus you should report the incident to Campus Security. You should also inform the Dean's office, so we can follow up on the incident. If there is a threat to one's person or public or private property do not hesitate to call the Guam Police Department 911.



# Mentoring New Faculty

This section is intended to assist new faculty with preparing for their annual CFES reports, reappointment, and promotion and tenure. (See the [BOR/AFT Faculty Union Agreement](#) for the timelines and deadlines.)

First, faculty members should be sure to study the [BOR/AFT Faculty Union Agreement](#), and the [Comprehensive Faculty Evaluation System](#) (CFES), especially note the year/semester in which you must apply for reappointment and the timeline for when you may apply for promotion and tenure. You should prepare yourself to meet the requirements to apply for promotion and tenure as soon as you become eligible. You should especially consider applying for tenure as soon as you are eligible in the first semester of your fifth consecutive year because you must be granted tenure by the end of your sixth consecutive year. This means that you basically have two opportunities to apply for tenure, or only one opportunity to re-apply if you were not awarded tenure on the first attempt.

To assist you in the documentation process, three different guides are provided:

- 1) the first is a supplement to the CFES and is used for the annual increment report;
- 2) the second is a special type of CV outline, and
- 3) the third is the check list (derived from the CFES previously used by the Promotion and Tenure Committee in evaluating applications).

## *Comprehensive Faculty Evaluation System*

At first glance, the [Comprehensive Faculty Evaluation System](#) (CFES) may seem to be more burdensome than helpful, likewise with the record keeping and documentation of your endeavors. However, over time as you watch your record and file grow, you may feel a sense of accomplishment. When you prepare your report for your yearly increment, or when you begin to write your comprehensive plan for reappointment, or your statement for promotion and tenure, you will be glad that you kept good records, which refresh your memory and assist you in documenting years of work.

The CFES plan is intended to help faculty plan and assess their work for each endeavor (teaching, research and service) each year. The CFES also serves as a guide for evaluating faculty performance annually for increments, at reappointment and for promotion and tenure. The CFES is a useful tool for identifying areas of excellent performance as well as areas of improvement. The CFES assists the Dean and the University with identifying professional development and other needs.

All Faculty, regardless of seniority or eligibility for an increment, are required to submit a

CFES report each year of the previous year's activities and a plan for the following year to the Dean or Associate Dean. Reports and plans are due no later than 20 days into the Fanuchânan semester for August hires and 20 days into the Fañomnâkan semester for January hires. A call for CFES reports and plan will be distributed in March for August hires and October for January hires. Faculty are encouraged to submit their plan and report at the end of that respective semester to ensure that salary increments are applied in a timely manner. Faculty will review their report and plan with the Dean and Associate Dean. The Dean and Associate Dean will provide guidance to faculty if any gaps occur or revisions are needed.

For a non-exhaustive list of examples of activities for each endeavor, review the [Comprehensive Faculty Evaluation System](#).

Faculty should make careful decisions about the percentages and activities they assign to each endeavor. The [BOR/AFT Faculty Union Agreement](#) requires minimum percentages for each endeavor for faculty applying for tenure and different levels of promotion. (See section on Promotion and Tenure below.) In addition, Faculty cannot use the same activities, materials or evidence to fulfill multiple endeavors. Your faculty mentor, Chair, Dean or Associate Dean can also provide further guidance on your plan.

### *Reappointment*

The Senior Vice President & Provost (SVPP) issued a [reappointment memo](#) that describes this six-step process. You must follow the six-step process to apply for reappointment.

#### Step one:

During your first semester of employment, submit a CFES plan that identifies your activities and percentages in the roles of instruction, research, and service. The Dean and Associate Dean may provide guidance when determining the percentages in these three categories. At the completion of your first year, submit a first year Comprehensive Faculty Evaluation System (CFES) report to the Dean. The SVPP provides information about the [CFES process](#) for faculty. This [sample CFES form](#) provides a suggested format and the types of documentation to provide in your report, such as evidence of your activities and plans for your second year of employment. Your mentor may provide insightful guidance and suggestions throughout this process. Submit this report at the end of your first academic year. Deadlines for the submission of your CFES plan and report are noted in the previous section. The CFES report can be used as an outline for the next step in the reappointment process.

#### Step two:

At the end of your 3<sup>rd</sup> semester or at the beginning of your 4<sup>th</sup> semester, submit a Comprehensive Plan to your Division Chair. The Comprehensive Plan is a proposed

roadmap to achieving promotion and tenure. This Comprehensive Plan should be a detailed description in each endeavor (instruction, creative/scholarly research, university/community service) as appropriate in the percentages identified in your CFES. Step two should begin during the 18<sup>th</sup> month of your employment. Please be sure to keep track of your timeline so that the process takes place at the proper time. The reason that this should take place during the 18<sup>th</sup> month is because the [BOR/AFT Faculty Union Agreement](#) requires that you must be informed by the end of your 4<sup>th</sup> semester about the results of your reappointment. In the event you do not receive reappointment, there will be adequate time for you to apply for a position at another institution. [A Guide for creating A Comprehensive Plan to Achieve Tenure at UOG](#) provides specific details to consider when developing your Comprehensive Plan.

Step three:

Early in your 4<sup>th</sup> semester, share the Comprehensive Plan with your Division Colleagues by giving a 10-15 minute Unit Presentation. After the submission of your Comprehensive Plan, make arrangements with your Division Chair for this presentation. The purpose of this presentation is to share your accomplishments and plans and to receive feedback from your colleagues. Decide what information you can communicate in a short amount of time. Your presentation should complement your written statement.

Step four:

The administrative review for reappointment begins with the AAC Review. After steps two and three, your Division Chair will submit a request for reappointment to the CLASS Academic Affairs Committee (AAC). The AAC will review your Comprehensive Plan and any comments received from your colleagues and may make suggestions about the implementation of your Comprehensive Plan.

Step five:

This step consists of the Dean's Review of your documents and comments received from your unit and the AAC. The Dean will then write a letter with a recommendation in support of or against your reappointment and forward all documentation to the SVPP.

Step six:

The last step is an Executive Review conducted by the SVPP and President. The SVPP reviews the documents from the Dean then makes a recommendation. The SVPP issues a recommendation to the President who reviews the documents and issues a decision. The President's decision is final and is not grievable.

## *Reappointment Checklist*

What is due	When it is due	Submit/Present to or Reviewed by
First year CFES Report	End of first academic year	Dean
Comprehensive Plan (CP)	18 <sup>th</sup> month of employment	Division Chair
Unit Presentation	After CP submission in 18 <sup>th</sup> month of employment	Colleagues in Unit/Division
CLASS AAC Review	By 19 <sup>th</sup> month of employment	Academic Affairs Committee
Dean's Review	By 19 <sup>th</sup> month of employment	Dean
Executive Review	By 20 <sup>th</sup> or 21 <sup>st</sup> month of employment	SVPP and President

### *What is a Comprehensive Plan?*

Faculty seeking reappointment are essentially seeking a commitment and investment from the University in them; thus, your comprehensive plan should explain your commitment to the University from the time of reappointment to the time of tenure and beyond. Your comprehensive plan should present evidence of how your work is adding value to the institution.

Questions to think about as you prepare your comprehensive plan:

- How am I going to contribute to the institution through my teaching, research and service?
- What value do I bring to the University?
- How do I fit in to the University community?
- How are you going to attain tenure?
- What is your plan to get promoted?

For most faculty, teaching is your primary role. Understanding one's teaching pedagogy and explaining how it fits the mission of the University, the College, and discipline is key to telling the story of your teaching experience at the University and plans for achieving excellence in teaching. How do you add value to your program? How will you add value to your discipline within the University, the community, the region and generally?

Research or creative artistic activities are agreed upon between the Faculty and the Dean and reflected in your annual CFES agreement. What is your research plan, and are you fulfilling that plan? In your comprehensive statement, it is important to think about how your research contributes to your discipline, to the University, and to our community and our region. Some disciplines may have different expectations for research, so it is important to discuss this with your program colleagues and Division.

Although service activities related to one's program and Division are time well spent, Faculty should also think of service beyond their program and Division. How are you using your expertise to contribute to the community? Be intentional when deciding what service activities, you do. How does it fit the mission of your program, College, and University? How will it help you get tenure and promotion?

### *Faculty Mentors*

Faculty mentors are important at every stage of your career. Your expertise and experience are valuable but may not fully prepare you for working at the University of Guam since the environment and expectations may be different. Faculty mentors are intended to provide support for new Faculty through the different stages of their career at the University.

All new Faculty are appointed a Faculty Mentor from their discipline or division. The Dean appoints Senior Faculty, and in some cases Junior Faculty, to serve as faculty mentors. The primary role of a faculty mentor is to help new faculty successfully navigate through their first years at the university including the reappointment process. Faculty mentors can advise new faculty on teaching strategies, evaluations (including the annual CFES review, reappointment and promotion & tenure), research or service opportunities, etc. Faculty mentors can also provide valuable insight into managing workloads, establishing social networks, and acclimating to life in Guam.

Faculty mentors are likely a new faculty member's first friend at the university. It is important for faculty mentors to remember that most new faculty are generally concerned about 3 things (based on Developing Faculty Mentoring Programs by Davide Kiel):

1. Getting tenure
2. Establishing a sense of belonging
3. Creating a work-life integration

### *Tips for New Faculty*

Congratulations and welcome to UOG! You may feel a bit overwhelmed as you settle into your role here. The following suggestions may help you transition into your position as a new faculty member.

Connect with colleagues. Make the effort to meet your colleagues and familiarize yourself with your program. Do not hesitate to initiate introductions, as this will provide a foundation for your working relationships. Your mentor will help you navigate the various aspects of your position and provide helpful information about your Division as well as the University, as a whole. Your mentor may also provide an opportunity to meet with program faculty. Make the most of the relationship with your mentor. Establish a plan to meet with your mentor regularly and ask questions as needed. Ask for guidance and help.

Attend campus events to meet faculty across the campus. Networking within as well as outside your Division can be beneficial in many ways. You may discover that you have similar research interests with other Faculty, which may lead to future collaborative research and projects. Although the Dean will assign a mentor, this does not preclude you from asking other senior Faculty to guide you in different endeavors, such as research or publication preparation.

Create a plan. Look at your timeline and establish a schedule for your activities to align with your reappointment and promotion and tenure applications. As noted above, the CFES plan and review may seem burdensome, but as you prepare the documents for these applications, you will find that the CFES documents are the best resources to identify the details of your activities. Ask your mentor(s) for suggestions about research and preparing for publications, local professional organizations, possible presentations at upcoming conferences, and other professional activities.

As you create this plan, remember to identify how your scholarship and activities contribute to your program, the university, and the region.

Once you feel settled and find a rhythm after the first year, explore opportunities for service on campus. Is there a program or division committee you would like to join? CLASS maintains four standing committees. See the [CLASS Rules and Procedures Manual](#) for information about these committees. Committee work often leads to additional opportunities for service both on and off campus.

Take time to relax. During your first year, try not to overextend yourself with obligations. We live in paradise. There are many options to enjoy the natural beauty of the island such as hiking, snorkeling, or a quiet stroll on the beach. Find a non-work-related activity to unplug and take a break from work. Your mentor may be able to help you find special interest groups such as a running or paddling club to join. Try to find a balance between work and relaxation to avoid exhaustion so early in your career.

## *Tips for Faculty Mentors*

The role of a Faculty Mentor is different from a manager or sponsor. Managers generally direct the work of an individual. Sponsors advocate for an individual. Mentors, however, guide and support the individual. Faculty Mentors focus on the professional development of their mentee. A Mentor-Mentee relationship is based on the needs and goals of the Mentee as expressed by him/her. In this case, the goal is focused primarily on reappointment, tenure, and promotion. A Mentor-Mentee relationship does not require the Mentee to regularly report to their Mentor; rather, Mentors and Mentees should engage in regular dialogue about their professional development. And most important, a Mentor-Mentee relationship should be based on trust.

Communicate often. Check in with your mentee regularly. New faculty are encouraged to reach out to their mentors when they have questions or need advice, but mentors can also initiate conversations. Ask them questions. Make connections. Offer to help. Be clear about what your mentee expects from you and how you can help them with their professional development. At your first meeting, you should get to know each other and establish guidelines for your relationship (i.e., when and where will you meet? How will you schedule meetings? How will you communicate between meetings? Will you have a fixed agenda? How will you exchange feedback?)

Share your knowledge and experiences. New faculty often feel like they need to do everything all at once. They risk burnout in their first year if they do not pace themselves. Share your experiences with your mentee. Tell them what works and what doesn't. Offer to visit their classes, discuss their research, or review their syllabi. Be sure to provide constructive feedback. Encourage them to seek advice from other senior faculty who can also share their experiences. New faculty will also need help understanding how the university and college operate as well as exploring the university and island culture. These can be topics of conversation when you meet.

It's ok to say NO. As new faculty navigate their first year, they may have difficulty deciding what activities to engage in and what activities to forego. Reassure your mentee that it is okay to build a foundation in their first year and work with them to make plans for their second and third year. Encourage your mentee to think about ways to integrate their primary role in teaching with research and service endeavors. It is important that new faculty set priorities and establish boundaries early. Remind them that it's ok to say no to activities that don't add value to their work or their discipline.

Planning is key. Help your mentee plan for their first 3 years. In your mentee's 18<sup>th</sup> month of employment, they are required to submit a comprehensive plan to their Division Chair as part of the reappointment process. This plan is a roadmap to achieving promotion and tenure. A good plan should highlight the strengths of the

faculty member and have clear goals in each endeavor (teaching, research, and service) that align with the mission of the College and the University. Advise them to also review their plan with their Chair and Dean. Use your CFES plans and P&T binders as examples for your mentee to refer to. Remind your mentee of deadlines in the reappointment process as they prepare their plan.

Build networks. Although you were appointed to serve as a faculty mentor, mentees can also build communities with other faculty. Encourage your mentee to find a group of junior and senior faculty who will help them with their teaching, research or service. Plan coffee dates or meetings with colleagues who may share similar interests. Consider helping your mentee connect to colleagues from other units on campus who may have similar goals as your mentee.

### *Promotion and Tenure*

You can demystify the CFES if you turn directly to the section of the [BOR/AFT Union Agreement](#) with the guidelines and the minimum requirements for promotion and tenure. There are now two (2) options you may choose from to apply for promotion and Tenure if you are on a Tenure Track contract. Non-tenure track faculty may also choose from the two options but must consult the Dean as with any faculty member when developing their work plan. See The [BOR/AFT Union Agreement](#), Article VI Working Conditions, D., p. 35.

Therefore, for the purposes of Promotion from an Instructor to an Assistant Professor, and from an Assistant Professor to an Associate Professor (terminal degree required), a full-time faculty member may choose from the following options\* with respect to primary, secondary and tertiary endeavors (neither option precludes Faculty from receiving overload compensation):

(i) 50% or greater in Instruction (12 contact hours per week per semester), Extension, or Library endeavors; 15% or greater in University/Community Service endeavors, and 25% or greater in Creative/Scholarly or Research endeavors, depending on the promotion under consideration.

OR

(ii) 75% or greater in Instruction (15 contact hours per week per semester), Extension, or Library endeavors; 15% or greater in University/Community Service endeavors, and 5% or greater in Creative/Scholarly or Research endeavors.

\*A 2-year commitment is encouraged for either (i) or (ii) options listed and approved by the Dean/Director.

OR

For the purpose of Promotion from Associate Professor to Professor, the criteria shall be:

(iii) 50% or greater in Instruction (12 contact hours per week per semester), Extension, or Library endeavors; 15% or greater in University/Community Service endeavors, and 25% or greater in Creative/Scholarly or Research endeavor.

Either (i) or (ii) options above under Promotion can be used when applying for Tenure.

**Summary of P&T Options**

<b>Option</b>	<b>Endeavor</b>	<b>Percentage</b>
i (12 contact hours per week per semester)*	Instruction	≥50
	Service	≥15
	Creative/Scholarly or Research	≥25
ii (15 contact hours per week per semester)*	Instruction	≥75
	Service	≥15
	Creative/Scholarly or Research	≥5
iii (12 contact hours per week per semester)**	Instruction	≥50
	Service	≥15
	Creative/Scholarly or Research	≥25

\* 2-year commitment is encouraged; can be used to apply for tenure; must be approved by the Dean.

\*\* Required percentages for promotion from Associate to Professor.

If you choose the FIRST OPTION, THEN be sure to make note that for tenure the minimum required percentages are 15% for service; 25% for creative/research activity, and 50% for instruction (instruction is usually one's primary role). This means that you only have 10% to allocate as you will. Because the requirements for tenure are more stringent than those for promotion, and because tenure is ultimately more important than promotion, it is highly recommended that you set your goals and your percentages for the CFES to meet the requirements for tenure. (Do note that according to the current CFES, one must hold the rank of Assistant Professor before applying for tenure.)

If you choose the SECOND OPTION, THEN be sure to maintain the 15-credit hour teaching load and focus your Creative/Scholarly Research on conducting SLO/PLO assessment of three (3) program learning outcomes.

The following are some helpful suggestions:

Because instruction (preparation, delivery, assessment, and grading) occupies so much

time and it is very easy to become overly absorbed in service endeavors and committee work, it is often difficult to engage in the creative activity/research endeavor. One way to maintain high productivity is to be working on three creative/research projects/papers at the same time, that is, to have, at least, one project/paper completed and submitted to a journal, another paper in the revision stage, and to be initiating a new project. That is, each semester you should try to work on three topics with one in the mail, and two on your desk. Start with what you have already written (e.g., sections of your dissertation, graduate seminar research papers, topics from your courses, your last story or play, painting, sculpture, or whatever type of research/creative activity applies to your field). While you rework what you already created, start working on another project. Try to acquire some off-island publications that will really assist in your promotion and tenure applications.

If you are interested in expanding your research interest to local concerns, but wonder where you can publish your results, the following refereed journals accept articles on Micronesia.

*Pacific Asia Inquiry*

Editor

CLASS

UOG Station, GU 96923

*Micronesian Educator*

Editor

SOE

UOG Station, Gu 96923

*Storyboard*

Editor

DEAL/CLASS

UOG Station, GU 96923

*Micronesica*

Editor

NS/CNAS

UOG Station, GU 96923

When you apply for promotion and tenure, it is advised that you follow the Promotion and Tenure committee's evaluation check list (see attached) in writing your comprehensive statement and preparing your packet. Think creatively in preparing your application. For example, if you have a lot of evidence for instruction but are light in research or service, then present some of your instruction materials as research or service. Do not claim the same work in both areas; rather claim some of the work you did under instruction in one of the other endeavors. For example, a student assessment study might be claimed as a research endeavor or developing new curriculum might be claimed as a service to your program or Division.

We hope that these guides and suggestions are of assistance to you in preparing your annual CFES report and plan, reappointment, and promotion and tenure. If you have any questions now or in the future, please do not hesitate to ask the Dean, Associate Dean or Chair for assistance.



# Sample CFES Form

This form is USED FOR YOUR YEARLY SALARY INCREMENT REVIEW AND YOUR YEARLY CFES REVIEW.

## ENDEAVOR EVIDENCE

Faculty Evaluation PLAN YEAR AY 23-24

### Teaching % of time:

**X% [60% for TT]**

Note: if teaching is your major role, then 50% is the required minimum.

### List Fall classes:

101  
202  
300  
400

### Examples ONLY

Syllabi and other teaching materials  
Student evaluations; etc.

### List Spring classes:

110  
250  
350  
400

copies of graded & marked papers  
copies of graded & marked papers  
SLO/PLO assessment report.

### Research % of time:

**X% [25% for TT]**

Note: for tenure 25% is the required minimum.

Examples ONLY

Examples ONLY

**Paper accepted**

Publisher correspondences  
Copy of paper/project

**Conference Presentations and Participation:**

Conference/art show correspondences and proceedings

**Papers Submitted**

Copy of the paper/project

**Reviews:**

Copy of the review

**Working Projects/Papers:**

Copy of the paper/project, outline  
Literature review; bibliography in progress

### Service % of time:

**X% [15% for TT]**

Note: for tenure 15% is the required minimum.

Examples ONLY

Examples ONLY

**University of Guam:**

Copies of correspondences

**College:**

Committee minutes; reports, etc.

**Division:**

Copy of committee project, minutes, etc.

**Community:**

Evidence of your service work

X \_\_\_\_\_  
Supervisor/Date

X \_\_\_\_\_  
Faculty/Date



# Special CV Outline

The idea behind the special CV outline is to record everything you do in your work, so that

- 1) This can be submitted as a type of CV, and
- 2) As the three to four years pass before you apply for promotion and tenure, this list can refresh your memory when you write your comprehensive statement.

The following is an outline of one such special CV

Comprehensive Outline Of  
Teaching, Research, and Service  
at the University of Guam, 2002-2004  
in  
Application for \_\_\_\_\_ (e.g., Reappointment, Tenure, etc.)  
by  
Your Name  
List all Faculty Affiliations

## **I. TEACHING:**

### Courses

Fall 2001:

List all courses and directed reading, etc., the number of students, credit hours.

Spring 2002:

List all courses and directed reading, etc., the number of students, credit hours.

Repeat for each semester.

Special:

List any special teaching endeavor, curriculum revision, development of lecture notes, etc.

Student Publication:

Student's name, article title, journal name/place published.

Student Conference Paper:

Student's name, paper title, conference.

Lectures Given in Other Courses:

Cite the date place/class and topic

Lectures:

Scholarly groups on UOG Campus:

Scholarly Groups Off Campus:

Public Lectures:

Cite the date place and topic

## **II. PUBLICATIONS AND RESEARCH (or Creativity Activity):**

Books

Refereed Publications:

Papers and articles:

Encyclopedia/Reference Articles:

Book Reviews:

News Paper Articles:

Papers submitted for publication:

List materials submitted

Awaiting response:

Reworking rejections:

Working Papers:

Planned Research:

Conference Presentations and Participation:

Conference Forthcoming:

Conference Paper submitted no response:

Grants:

Awarded:

Not awarded:

Grant Advisor:

UOG Research Allocations:

Grants written but not submitted:

### **III. UNIVERSITY AND COMMUNITY SERVICE:**

Community:

List any service, outreach, church, civic group, etc.  
Time in service, position, etc.

Committees:

University of Guam:

List university wide committees that you were elected to or appointed to.  
Time in service, position, etc.

College of Liberal Arts and Social Sciences:

List college committees you serve on.  
Time in service, position, etc.

Division committees:

Program committees:

Program Curriculum: not listed under teaching

Scholarly service:

Editorial Work

Write to professional journals in your field and volunteer to referee papers, or assist in proofreading, or managing book reviews, etc. the Micronesian Educator at UOG usually needs assistance.

Review Editor

Assistant to an Editor

Advisory Board

Referee Work:

Example: I referee book manuscripts for XXX, and article manuscripts for XXX.

Referee Books:

Referee for Journals:

Cite the date, article title, and journal

Advisor for Program majors:

List Students' names

Other Student Advisement Activities:



# Promotion & Tenure Committee Evaluation Checklist

## Instruction Checklist

Evaluative Criteria (RRPM, p.109)	Yes	No	Evidence/Documentation
Command of the subject			
Competence in oral & written communication			
Continuous growth in one's field			
Ability to organize material & present it with force & logic			
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 & ability to interact effectively with students from diverse cultural backgrounds			
Ability to foster critical thinking skills in students			
Spirit of enthusiasm which vitalizes learning & teaching			
Ability to provide student assignments which are relevant & which allow students to apply their knowledge			
Ability to facilitate progressive improvement in student classwork			
Ability to arouse curiosity in the beginning student & to stimulate advanced students to creative work			
Personal & professional attributes which advance teaching & demonstrate concern for students			
Skill & amount of participation in the general guidance & advising of students			
Ability to lead & assist students in extra-curricular activities			
Strong, supportive evidence for the above from peer review (with emphasis on classroom visitations)			
Strong, supportive evidence for the above from student evaluations			
Collegiality			

## INSTRUCTION

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
Course Design and Curriculum or Program Development	(Syllabi or New Course Outlines) (Handouts) (Assignments) (Lab Exercises) (Practicum Experiences) (Script) (Selection of AV Support Materials) (Exams) (Newly Developed Curriculums or Programs)
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 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)
Content Expertise	(Lecture notes) (Instructor developed supplemental material) (Peer reports and documentation from faculty observations) (Publications or other scholarly contributions related to course content)
Student Assistance and 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)



# Promotion & Tenure Committee Evaluation Checklist

## University and Community Service Criteria

<p><b>Evaluative Criteria</b> (RRPM, p.111)</p> <p>Faculty are expected to contribute service both to the University and to the island and regional communities.</p>			<p><b>Evidence/Documentation</b></p> <p>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.</p> <p>In evaluating candidates' 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.</p>
	<b>Yes</b>	<b>No</b>	
<p><b><u>University Service</u></b> 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.</p>			
Regular attendance at and a substantial role in scheduled meetings.			
Election, appointment, or voluntary service as an officer, representative, or advisor of a group.			
Effective participation in group discussions.			
Imaginative recommendations and suggestions.			
Support and completion of specific projects.			
Collegiality			
<p><b><u>Community Service</u></b> 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</p>			
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.			
Collegiality			

## University Service

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
University Committees ([Senate], Promotion and Tenure, other standing committees, ..., 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)
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)
Unit Chair	(Unit's progress; reports of new and continued activities; schedules) (Budgets developed and approved during term) (Reports and minutes of unit meetings) (Evaluation by Unit members))
Mentoring	(Evaluation by person mentored) (Evaluation by Dean)
University Policy and Procedure Development	(Report of policy or procedures developed)
Special Assignments	(Report of activities and faculty member's responsibilities or findings)
Student Recruitment	(Report of activities and faculty member's responsibilities and results) (Evaluation by Dean of Student Affairs or other recruiters)
Assistance with Proposal Development and Grant Writing	(Evaluation or report from principal writer)
Advisor to College or University activity or club	(Evaluation by members) (Reports of activities and accomplishments)
Community Service Instruction	Non-credit beating
Instructional Design and Curriculum or Program Development	(Syllabi or New Course 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 curricula or programs) (Reports or assessment information on newly developed curricula or programs)
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)
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)
Instructional Coordination or Conferences	(Reports of coordination or conference activities) (Participant or peer evaluation)

### Community Service

ACTIVITIES	POSSIBLE ELEMENTS OF EVIDENCE
Public Surveys and Questionnaires (Place major survey research with research endeavor)	(Reports and summaries) (Survey or questionnaire instruments) (Evaluation by clients)
Service on Government or Community Boards	(Report of activities) (Evaluation from community or government Committees, or Commissions representatives or other members) (Evaluation by peers or public)
Nonpolitical Community Fundraising	(Report of activities) (Evaluation from community representatives)
Other Community Involvement In or Outside of Field of Expertise	(Report of activities) (Examples: coaching; organizing competitions such as spelling bees, academic challenge bowl; debates; public performances; assisting with camps, clubs, guest teaching in public and private schools, etc.) (Honors conferred - may be applied to any of the service activities.)



# Promotion & Tenure Committee Evaluation Checklist

## Creative/Scholarly Activity or Research Criteria

<p><b>Evaluative Criteria</b> (RRPM, p.109-110)</p> <p>"Account should be taken of the type and quality of activity normally expected in the candidate's field."</p> <p>"In evaluating a candidate's qualifications in creative/scholarly activity or research the reviewers should exercise reasonable judgment and flexibility."</p> <p>"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."</p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>Evidence/Documentation</b></p> <p>"The results of such scholarship shall be written and disseminated to or produced and exhibited before professional colleagues."</p>
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. Presentations at professional organizations ... should be valued over attendance at meetings.			
The development of classroom-specific techniques and materials			
Creative production in the arts and in other areas as listed in the CFES			
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.			
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, research 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.			
<p style="text-align: center;"><b>Evaluative Criteria</b></p> <p>The following guidelines should be used in making evaluations of artistic or creative work:</p> <p>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</p> <p>2) When the creative activity is a cooperative venture, the procedure for evaluating joint work should be followed.</p>	<b>Yes</b>	<b>No</b>	<b>Evidence/Documentation</b>
Collegiality			

<b>ACTIVITIES</b>	<b>POSSIBLE ELEMENTS OF EVIDENCE</b>
<p>Normative, Empirical, and Applied Research, including Classroom or Extension Research (Not necessarily published but disseminated to professionals and permanently available to other professionals)</p> <p>Classroom research may include experimenting with and analyzing teaching techniques, activities, student learning, and student outcomes.</p>	<p>(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 on data collection instruments or Equipment)</p>
<p>Creative Activity</p>	<p>(Photographs, slides, or videotapes produced)  (Photographs, slides, or videotapes documenting production of: showings, exhibits, plays, musicals, recitals, and art shows  play scripts, T.V. shows or guest appearances)  (Music scores)  (Novels)  (Short stories)  (Magazine articles)  (Poems)  (Book length nonfiction)  (Substantial collection of journalistic writing)  (Computer programs)</p>
<p>General Scholarship</p>	<p>(Journals edited; copy of journal)  (Conference proceedings edited; copy of proceedings)  (Copy of publications edited or reviewed, evidence of)  (Review or editing contribution)  (Non-research conference papers or electronically recorded)  (Presentations - e.g., keynote address)  (Non-research scholarly publications: book reviews, refereed articles, non-refereed articles, books, and monographs, reports or 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)</p>
<p>Professional Activities</p>	<p>(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</p>



# Appendix: Sample Forms

[Leave Application Form](#)

[Variance Notification Form](#)

Canceled Class, Canceled Office Hours

[Textbook Request](#)

[Desk Copy Request](#)

[CFES Template & Sample Form](#)

[Faculty Load Information](#)

[Faculty Door Card](#)

[Incomplete Grade Authorization Form](#)

[Academic Five- Year Calendar](#)

[Change of Grade Memorandum](#)

[Incomplete Grade Authorization Form](#)

[Course Evaluation Form](#) (Online student evaluation of course & faculty)

Liability Waiver Forms

[Off-Campus Field Trip Form](#) (Off campus but on island)

[Off-Island Student Travel Form](#)

Travel Policy & Clearance Forms (Ask Dean's Office Staff for access)