American Indian Studies Bylaws

Date approved: October 2, 2013

THE UNIVERSITY OF ARIZONA

Mission
American Indian Studies seeks to develop a strong understanding of the languages, cultures, and sovereignty of American Indians/Alaska Natives, which honors our ancestors and their wisdom. American Indian Studies maintains productive scholarship, teaching, research, and community development; and provides unique opportunities for students and scholars to explore issues from American Indian perspectives that place the land, its history, and the people at the center. American Indian Studies promotes Indian self-determination, self-governance, and strong leadership as defined by Indian nations, tribes, and communities, all of which originated from the enduring beliefs and philosophies of our ancestors.

Vision
The American Indian Studies program promotes an enhanced interdisciplinary understanding of sovereign and distinct American Indian/Alaska Native peoples. We honor Native knowledge with integrity, respect, and collaboration.

Core Values

Excellence
To foster intellectual growth and uphold rigorous standards in academic and professional work.

Integrity
To be honest, ethical, and accountable for one’s actions, while maintaining academic freedom.

Respect
To hold in high esteem the diversity and value of all individuals.

Native knowledge
To appreciate and enhance Native cultures, traditions, languages, and ceremonies.

Collaboration
Faculty and students working in partnership with other university American Indian programs, American Indian/Alaska Native Nations and communities.

Article I. Dual Structure: American Indian Studies Unit and AIS Graduate Interdisciplinary Program
American Indian Studies is both a department-like unit for the purposes of faculty and budget (e.g., it is the tenure/tenure-track and continuing status/continuing status-eligible home for faculty) and a Graduate Interdisciplinary Program (GIDP):
- AIS as a faculty unit reports to the Vice-President for Research through the Associate VP for Research/Dean of the Graduate College. Faculty tenure/continuing status lines are in the AIS unit.
- The American Indian Studies Graduate Interdisciplinary Program offers graduate degrees. As a GIDP, it is a graduate program without faculty lines, and the GIDP reports to the Dean of the Graduate College through the Faculty Director GIDPs.

Activities of American Indian Studies, as both a unit and GIDP, are administered by the Head with the advice of the faculty. For definition of faculty, see Article III. The faculty and Head shall be appointed by the Dean of the Graduate College/Associate Vice President for Research.

A. Head of American Indian Studies

The Head will be appointed by the Dean of the Graduate College from a recommendation submitted by the AIS faculty. The Head will serve a renewable five-year term. Nominees to the Head position, whether internal or external candidates, will submit a current CV, samples of recent scholarly work, a teaching portfolio, and names/contact information for three references. An ad hoc committee appointed by the Dean of the Graduate College from nominations by the AIS faculty will identify, attract, and screen all candidates. Finalists will be submitted to the faculty and the Dean for review and/or interview, and a faculty vote on finalists will be forwarded to the Dean along with the committee’s recommendations. The recommendation for a new Head shall require a simple majority vote by the regular faculty.

The Head shall hold a Tenured or Continuing Status line in the AIS unit. If necessary for an internal candidate holding a faculty line outside AIS, the Dean shall negotiate a partial administrative headship position anchored in AIS.

During the third year of the Head’s service, a committee will be appointed by the Dean of the Graduate College to undertake a standard mid-term review of the Head.

If a simple majority of the regular faculty vote for an extraordinary review at any time, they shall communicate their request to the Dean of the Graduate College.

The duties of the Head include:

1. Call and preside at meetings of the faculty as needed but not less than three times a semester, according to a regular schedule (e.g. first Wednesday of the month, noon to 2 pm). Agendas should be distributed at least 24 hours in advance of the meeting. If an emergency meeting should be deemed necessary, the Head must notify the faculty at least 3 working days prior to the date of the meeting; said notice must include the proposed agenda.

2. Represent the GIDP and unit to University administration, the community, and to Native nations.

3. Handle daily administration and oversight of all aspects of GIDP and unit operations, including curriculum, budget, and personnel.
4. Appoint members to committees as specified in Article II.

5. Oversee the AIS GIDP programs, and oversee the teaching of classes.

6. Inform all members of the unit collectively regarding implementation of policies and the accomplishments, challenges, and general condition of the unit and GIDP.

7. Prepare Promotion & Tenure and Continuing Status Review documentation according to University policies and procedures for tenure eligible/tenured faculty and continuing eligible/continuing status professionals, and forward recommendations to the Office of the VPR.

8. If appropriate, recruit and appoint from among the AIS regular faculty an Associate Head and/or a Director of Graduate Studies. The responsibilities of the Associate Head and/or Director of Graduate Studies for both the unit and GIDP program shall be defined in consultation with the Head.

B. Faculty Membership in American Indian Studies

1. The term “regular faculty” shall include all individuals holding a shared or full salaried appointment in AIS as a unit (referred to as “core” faculty), and affiliate faculty of the GIDP who have been significantly engaged in the life of the graduate program and been voted as “regular” members.

2. Members of the regular faculty share voting privileges on all matters of import to the GIDP and unit, including faculty hires, promotion and tenure/continuing status decisions and major decisions regarding degree guidelines and bylaws, or other matters the regular faculty deem of major import.

3. All votes of assembled regular faculty in faculty meetings pass by a simple majority (51%) of those in attendance. Votes on “matters of import” require a quorum of 51% of the regular faculty; 51% of the quorum to pass. Votes on “matters of import” will be taken in faculty meetings and by absentee ballot for regular faculty on leave or unable to attend a faculty meeting.

4. Criteria for affiliate membership in the GIDP shall include evidence of scholarly and research productivity, and one or more indicators of engagement with the life of the program, such as:
   - Service as Chair or member on academic committees for M.A., M.A./J.D., and/or Ph.D. students in the GIDP;
   - Teaching required, elective, or independent study courses for the degrees offered; offering cross-listed courses with AIS;
   - Submission of a grant through AIS;
   - Service on unit committees;
   - Contributions toward service, which include regular attendance at AIS faculty meetings, faculty retreats, colloquia/professional development series, and other gatherings; and/or
contributions to outreach, such as facilitating or supervising internship placements for students; or activities that contribute to the program’s educational outreach to tribal communities.

5. Affiliate faculty in attendance at faculty meetings may vote on all issues except the “matters of import” identified in Article I, section B.

6. The processes for appointment as AIS affiliate faculty, or to move from affiliate to regular status, are: (1) candidate submits a letter of request and recent curriculum vitae to the Head; (2) Head forwards request and CV to a Faculty Peer Review Committee, which reviews and offers advisory evaluation to the regular faculty; (3) Regular faculty votes on request; 51% of regular faculty constitutes a quorum; approval requires simple majority (51%) of the quorum vote; (4) Head forwards nomination to the Faculty Director of GIDPs, who confers membership on behalf of the Graduate Dean.

7. Consideration for shift from affiliate to regular status is based on review of criteria listed in Article I. B. 4, over a period of three years prior to the appointment.

8. Membership for affiliate, and non-core regular faculty status, may be subject to an annual periodic review by the regular faculty or an annual performance peer review committee appointed by the Head, which considers participation over the past three calendar years. Removal from the list, after consultation with the affected faculty person, will be determined by regular faculty vote followed by a recommendation to the Dean.

9. Ensure that Academic Program Reviews, consistent with Arizona Board of Regent’s requirements, and other University required reports, are carried out in a timely manner.

C. Faculty Meetings and Duties

Regular faculty members, affiliate faculty members, and a graduate student representative shall meet to conduct the business of the GIDP and unit and advise the Head. The elected President of the American Indian Studies Graduate Student Council (AISGSC) will serve as a non-voting representative at faculty meetings, and the elected AISGSC Vice-President (or other officer) will serve as an alternate, assuming good academic standing is maintained by the representatives. Should the designated AISGSC representative fail to maintain good academic standing, another representative shall be elected by the graduate students. A simple majority (51%) of the faculty present at any called meeting shall be required to pass any motion. The duties of the faculty include:

1. Establish Bylaws for approval by the Dean and Head of the unit and the GIDP. Such Bylaws shall be reviewed by the faculty at least once every three years.

2. Amendment of the Bylaws:
a) An ad-hoc committee will be constituted every three years to review the Bylaws, they may bring amendments to the faculty; at any other time, the Head or a regular faculty member may petition to amend the Bylaws.

b) Amendments must be submitted in writing to the entire regular faculty at least 5 working days prior to the meeting at which the amendments will be considered.

c) Amendments require a two-thirds majority of regular faculty (present or voting absentee) to pass.

3. Propose and implement procedural changes to be followed in selecting and screening faculty membership.

4. Nominate new members to serve as regular and affiliate faculty.

5. Develop and implement appropriate policies and procedures regarding admissions, curriculum, student supervision, and all matters involved in degree and certificate requirements, the professional development of graduate students, and the advising of undergraduate students for a minor and interdisciplinary major with an emphasis in AIS.

6. Develop and implement appropriate policies and procedures for design and governance of the unit and GIDP.


8. Advise the Head annually on AIS activities and accomplishments.

Article II. Standing Committees

In addition to the standing committee listed below, the Head may appoint, on the advice of the faculty, temporary ad hoc committees or working groups as necessary to address unit and GIDP (such as Academic Program Review self-study, faculty searches, strategic planning).

A. Faculty Annual Performance Evaluation Committee: The peer review committee shall consist of all the core faculty of the department. Students will not serve on the committee. The committee provides respectful and anonymous peer review of the teaching, research, service/outreach, and administrative duties (where applicable) of each faculty member whose primary tenure/continuing line (51% or higher) is in the American Indian Studies department and reports to the Head; and of the Head, and reports to the Dean of the Graduate College/Associate Vice-President for Research. UHAP, chapter 3.10.01 Annual Performance Review guidelines will be used for the purpose of this review. Reports should consist of three (3) calendar years of data, in a format consistent with the “Promotion & Tenure/Continuing Status Preparation of Dossiers” (most recent version in any given year). In addition, the Head may add categories, which he/she deems important for the health of the unit. Affiliate faculty may submit a dossier detailing their contributions to the GIDP, in which case the committee will evaluate their
contributions to the GIDP and the Head shall send a letter to the affiliate’s home department detailing their contributions.

B. **Promotion & Tenure/Continuing Status Review Committee**: An ad hoc promotion and tenure or continuing status committee of at least three members (including a Chair) shall be appointed by the Head, with advice from the faculty. At least two-thirds of the Committee shall be regular faculty in AIS. In review of faculty with shared appointments, committee constitution will conform to agreements made between AIS and other departments/programs at the time of hire. The committee shall follow all university and AIS departmental guidelines (see Article IV) in required probationary/third year and sixth year P&T/Continuing Status reviews for all full and shared appointments.

**Article III. Tenure/Continuing Status Guidelines for Evaluation & Promotion**

The Guidelines presented below—categories of valued productive activity in table form, followed by more detailed lists of potential examples—are to be used to evaluate the performance of faculty holding tenure/continuing status and tenure-eligible/continuing-eligible status lines in annual performance reviews, in the third year probationary and sixth year promotion (from Assistant to Associate rank) reviews of tenure/continuing status-eligible faculty, and in the review of Associate rank professors/social scientists for promotion to Full rank. Individual faculty performance shall be evaluated according to the position description and workload assignments for the year(s) under review.

For third-year probationary and sixth-year promotion reviews within a tenure or continuing status line, the program will adhere to all guidelines and requirements as posted by the Provost’s office and by the Arizona Board of Regents in the University Handbook for Appointed Personnel.

**A. AMERICAN INDIAN STUDIES GUIDELINES TENURE TRACK**

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<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
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<td>S</td>
<td>For promotion to Professor, candidates must present evidence of: service to the University consistent with the candidate’s professional expertise; service to academic &amp;/or professional organizations; and service to the field.</td>
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<td>E</td>
<td>For promotion to Associate Professor with tenure, candidates must present evidence of: service to the AIS program, college, and/or university; consultation or other contributions to the University consistent with the candidate’s professional expertise; service to academic &amp;/or professional organizations; and service to the field.</td>
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<td>Outreach</td>
<td>AIS expects community service &amp; outreach to organizations outside the academy, such as Native nations, communities, and peoples, especially in Arizona but also throughout the U.S. and the world; to service, cultural, or arts organizations; to educational programs &amp; institutions such as K-12 schools and tribal colleges; to policy-making bodies or governments.</td>
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<td>Scholarship</td>
<td>Promotion to Associate Professor with tenure will normally require a substantial body of scholarly/creative work that makes a significant contribution to the field, such as: Acceptance for publication by a reputable press of at least one peer-reviewed manuscript of book length; a major work of scholarship such as a scholarly biography, exhibit, or major media presentation; a substantial body of work such as 5-6 articles in reputable peer-reviewed journals, a set of short stories and poems, or a series of art installations/exhibits or substantive performative events, such as a calendar of plays. Acceptable evidence for promotion includes, but is not limited to, the regular publication of scholarly articles in refereed journals; film, digital, documentary, or other media productions; regular presentations of professional papers; grants, honors, and awards for scholarship; having one’s work cited, reprinted, or translated by peers. In addition, the candidate should present evidence of scholarly progress in a trajectory of future work.</td>
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<td>Teaching</td>
<td>Promotion to Associate Professor with tenure demands demonstrated excellence in teaching, advising, and mentoring. The candidate must have proven effectiveness in arenas such as: designing course syllabi, crafting content- and level-appropriate assignments and grading criteria, organizing and presenting material, communicating substance, promoting group discussion, facilitating student’s skills in written &amp; oral communication, stimulating intellectual and/or creative response, advising, supervision &amp;/or membership on student</td>
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committees, and promoting student professional development.

### B. AMERICAN INDIAN STUDIES GUIDELINES: CONTINUING STATUS TRACK

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<td><strong>SERVICE/OUTFREACH</strong></td>
<td>For promotion to Associate Social Scientist with continuing status, candidates must present sustained evidence of effective service and outreach, such as: Design and implementation of effective educational outreach programs; consultation, based on professional expertise, to organizations within &amp;/or outside the academy; community service; service contributions to AIS academic degree-granting programs; service to the field and to academic &amp;/or professional organizations.</td>
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<td>For promotion to Full Social Scientist, candidates must present evidence of service and outreach that demonstrates a record of sustained excellence, leadership, &amp;/or national or international recognition in multiple categories such as those listed on the left. Sustained, effective service to American Indian tribes/organizations (especially in Arizona) is strongly encouraged. Service contributions to AIS academic programs are also valued, with similar expectations of national recognition or leadership as apply to promotion in the tenure line.</td>
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<tr>
<td><strong>TEACHING</strong></td>
<td>The candidate must have proven effectiveness in arenas such as: designing course syllabi, crafting content- and level-appropriate assignments and grading criteria, organizing and presenting material, communicating substance, promoting group discussion, facilitating student’s skills in written &amp; oral communication, stimulating intellectual and/or creative response, advising, supervision &amp;/or membership on student committees, and promotion of students’ professional development skills.</td>
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<td>Promotion to Full rank requires evidence of continued effectiveness in teaching, advising, and mentoring in all categories, and evidence of distinguished or exemplary performance in some categories. The candidate shall serve on and may direct masters and doctoral candidates’ committees; and promotion of students’ professional development skills is expected.</td>
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<td><strong>ADMINISTRATION</strong></td>
<td>Administrative duties in outreach programs may vary over time: judgments about the candidate’s administrative success should take into account the percent of time assigned, changes in administrative responsibility over time, major projects/tasks completed, and overall quality of administrative work. Potential categories of performance include: developing &amp;/or managing according to a strategic plan, defining and meeting program goals, recruitment &amp; retention of students, recruitment &amp; hiring of personnel, supervision of personnel, setting and meeting goals for fund-raising/development.</td>
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<td>At this level American Indian Studies expects the candidate will have achieved a sustained record of administrative accomplishments and demonstrated leadership in outreach programs; a (inter-)national reputation; work that crosses Tribal/national boundaries; regular and distinguished activity in the categories detailed at the left.</td>
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C. **Additional Information on Performance & Measures**

In each category of service/outreach, scholarship, and teaching/advising, the following details are provided in the spirit of recognizing a broad and inclusive range of potentially valuable professional activity. Work considered a positive contribution to the program and departmental unit and a valued example of faculty accomplishment may include, but is not limited to the following lists.

1. **Service/Outreach:**

   Service is often partitioned into areas of faculty service (participation in university activities other than teaching or research), professional service (voluntary activities with professional organizations in the faculty member’s discipline), and public or community service (outreach). Each faculty member is expected to develop a balance of service/outreach activities across these three categories over time. Service becomes an increasingly important activity as the faculty/social scientist advances through the ranks. Outreach includes collaboration with and service to external audiences, particularly Indian Nations, communities, and peoples in ways that are consistent with University, college, and departmental missions.

   **Activities considered to be positive contributions to service may include, but are not limited to:**
   - Effectively serve on department, college, and/or university committees or boards;
   - Serve in the Faculty Senate or in other faculty governance roles;
   - Sponsor or advise student activities, groups, or clubs;
   - Mentor other faculty;
   - Recruit students and faculty members;
   - Serve on review panels to evaluate research proposals for potential funding;
   - Peer review articles and/or manuscripts for publication, or research abstracts for presentation at academic meetings;
   - Serve as editor or editorial board member for academic journals or presses;
   - Participate in activities of professional societies or organizations in one’s discipline, particularly in leadership roles;
   - Consult to other UA programs or outside universities, colleges, tribal colleges, or primary or secondary schools;
   - Organize and/or support conferences and symposia;
   - Organize activities or publish commentary that enhance public awareness or education;
   - Present lectures, performances, readings, or other creative endeavors to public audiences;
   - Apply one’s expertise in the local, state, or national community;
   - Election or appointment to positions in tribes, civic organizations, or municipalities;
   - Develop external relations with tribal entities;
   - Serve on committees or boards for tribal/federal/state government agencies;
   - Participate in local, state, or national civic activities and organizations;
   - Develop curriculum &/or materials for adult, online, or distance education;
- Extension activities such as summer bridge programs for Indian youth; teacher training workshops or seminars; or executive education for tribal leadership.

**Measures used to assess the quantity and quality of these activities may include, but are not limited to:**

- Self evaluation or personal statement, with respect to individual objectives and overall goals;
- Peer and administrative review of material presented in the annual report;
- Recognition by faculty, staff, or students;
- Recognition by university leaders, committee members, or chairs;
- Recognition by professional colleagues and professional societies;
- Client or constituent evaluations;
- Adoption or implementation of policy or program recommendations;
- Awards and honors;
- Letters or certificates recognizing service;
- Invited or elected service on advisory, editorial, or governing boards.

2. **Scholarship:**

The research function of the University requires faculty members to be actively engaged in the expansion of intellectual and scholarly frontiers, in the creation and/or application of new knowledge, in the development and performance of creative expression across media, and in the integration of knowledge across disciplines. This scholarly activity is to be interpreted in the broadest possible sense, consistent with the research mission of the University.

Normally speaking, single-authored works count more than co-authored/co-edited works (the percentage of contribution to co-authored/co-edited works must be made clear); authorship counts more than editorship; and refereed publication (in any medium) counts more than non-refereed work. Work that reports or illustrates original scholarly or creative work counts more than work that summarizes or reviews a field (such as encyclopedia articles, literature reviews, book reviews, or review essays).

Depending on disciplinary area, publication of a “major scholarly work” may mean a scholarly book or novel published by a reputable press; a suite or set of plays, or CDs, or collections of poetry; or a collection of analytical, interpretive publications such as peer-reviewed journal articles or chapters in peer-reviewed collections.

**Activities considered to be positive contributions to this mission may include, but are not limited to:**

- Engaging in ongoing programs of basic or applied research;
- Engaging in ongoing programs of creative expression;
- Investigating educationally relevant problems;
- Developing and/or applying new research techniques;
- Publishing peer-reviewed journal articles, conference papers, abstracts, and reviews;
- Publishing books, book chapters, monographs, invited papers, and technical papers;
- Producing refereed electronic material;
• Developing software for use in research;
• Publishing review essays, literature reviews, encyclopedia articles, book reviews, or review essays that summarize or review a field;
• Publication in non-peer-reviewed venues that reach important target audiences, such as op-ed pieces, essays in *Indian Country Today*;
• Editorial work, such as editing a collection of original works; an anthology of previously published work; or a festschrift;
• Creative writing and publication by reputable press in appropriate medium of novel, short stories, plays, poetry;
• Translation; or significant project in language documentation and analysis, such as dictionary, grammar, or similar work;
• Acceptance of fine arts production to juried exhibit;
• Curation of collections, exhibits, performances, etc.;
• Performance of play; musical composition; film production;
• Obtaining grants and contracts or other outside support for research or creative projects, especially through peer-reviewed proposal review process.

Measures used to assess the quantity and quality of these activities may include, but are not limited to:

• Self evaluation or personal statement, with respect to individual objectives and overall goals;
• Impact of scholarship on the field (as gauged, e.g., by positive reviews of a book, exhibit, performance; a panel or workshop organized on the topic of the faculty’s scholarly work or contribution to the field);
• Citations as tracked through major academic citation indexes;
• Reprints or translations of original works;
• High quality of publishing house or journal, as evidenced by ranking in the field;
• Opinions of collaborators and support personnel;
• Evidence of a research project/publication’s impact on applied scholarship or in teaching;
• Awards and honors;
• Letters by external reviewers/evaluators;
• External funding;
• Numbers of publications;
• Numbers and venues of invited lectures, keynotes, performances, exhibits, and presentations;

3. **Teaching/Advising/Mentoring:**

The instructional function of the University requires faculty members who can effectively communicate the content of the current body of knowledge and the latest research results in the classroom, in other learning environments, through individual student contact, and through professional modes of publication in diverse media. Teaching is to be interpreted in the broadest possible sense consistent with the educational mission of the University. Evidence of such achievement requires a teaching portfolio.
Activities considered to be positive contributions to this mission may include, but are not limited to:

- Teaching regular course offerings;
- Holding regularly scheduled office hours as required by UHAP, section 7.01.01;
- Guest lectures or other classroom-related activities;
- Developing or contributing course/curriculum materials within or outside the department;
- Developing replicable systems of instruction (e.g. designing computer assisted learning or TA-instructed modules);
- Coordinating or team-teaching a large or multidisciplinary course;
- Supervising independent study courses, seminars, colloquia, or projects;
- Supervising graduate and undergraduate research (including, but not limited to, senior projects, theses, and dissertations);
- Implementing innovative technology or methodology for instruction;
- Developing and applying educational innovations in the classroom;
- Providing meaningful and timely feedback to students on their work;
- Advising undergraduate students on programs of study;
- Advising student groups, serving on master’s or doctoral committees;
- Advising/mentoring graduate students;
- Advising about career planning;
- Helping students to improve communication and presentation skills;
- Reviewing textbooks written by others;
- Publishing papers on teaching;
- Attending or presenting seminars on teaching;
- Seeking external evaluation for improvement of teaching.

Measures used to assess the quantity and quality of these activities may include, but are not limited to:

- Peer and administrative review of material presented in the annual report and/or an associated teaching portfolio (e.g. syllabi, examinations, and other teaching materials);
- Self-evaluation or personal statement, with respect to individual objectives and overall goals;
- Professional evaluations, e.g. by Teaching Center staff or knowledgeable peers;
- Opinions of technical support personnel and teaching assistants;
- Adoption of curricular or teaching materials at other institutions;
- Invitations to deliver short courses, tutorials, or workshops;
- Selection to teach in prestigious programs here and elsewhere;
- Teaching grants and awards; special honors or recognition for teaching excellence or innovation.
- Evidence of how a faculty has analyzed and used student evaluations of classroom teaching (both quantitative TCE Reports and qualitative written comments) or student evaluations of advising, mentoring, or individual project and research supervision to improve teaching performance;

Article IV. Faculty Annual Performance & Post-Tenure/Continuing Status Review
All regular faculty are required to participate in the Annual Review process. Faculty with full or shared appointments in the AIS unit will participate in the full review as outlined in Article IV (A through L) and as required by the University Promotion & Tenure guidelines. The peer review committee shall consist of at least three faculty members elected by simple majority vote (51%) of the regular faculty or a committee of the whole as designated by the Head. Members will serve three-year, staggered terms (1 rotates on/1 rotates off each year). A member will serve as Chair of the Committee in their third year of service. Students will not serve on the committee.

Affiliate faculty and faculty with shared appointments (less than or equal to 50% in AIS; i.e., with a different tenure/continuing status home than AIS) may submit a report of their activities that were conducted on behalf of AIS including:

- Teaching/advising/mentoring
- Service/outreach
- Scholarship
- Administration (if applicable)

A. **Annual Performance Report:**
(1) A clear and concise narrative statement (not to exceed 2 pages) that summarizes and highlights percentage of time/workload assignment, past accomplishments, and future plans for each assigned area of responsibility (administration, scholarship, teaching, service). Workload assignments are flexible and can be changed annually by the Head and the faculty member.

(2) The narrative statement should be followed by a list of specific accomplishments, organized in the AIS or U of AZ annual report-template, reporting three (3) calendar years of data, in a format consistent with UA “Promotion & Tenure/Continuing Status Preparation of Dossiers.” Where possible, include dates (year/month) for each accomplishment and percentage of workload in joint projects. No page limit.

(3) If a sabbatical leave was taken during the review period, attach the sabbatical report.

B. **Annual Performance Evaluation Process & Forms:**
The AIS unit and UA guidelines for tenure/continuing status will be the basis of the Annual Performance Evaluations (see AIS Bylaws, Article III, A, B, & C; and UHAP, chapter 3.10.01 Annual Performance Review guidelines).

1. **Period of Review:** Evaluations shall be conducted as required by the University administration, and in accordance with University guidelines published in UHAP. In general, the period of review will be:
   a. January 31, faculty reports due to Head;
   b. Faculty peer-review evaluation will be concluded no later than March 15;
   c. Prior to a required meeting, the Head will provide a preliminary written evaluation;
   d. Meetings by the Head with each faculty member shall be held prior to April 15;
   e. Faculty member provides comments as desired, signs the document and returns it to the Head within 15 days of the meeting with the Head.
2. **Review Process:** The faculty members under review shall provide to the Committee reports (as set forth in Article IV, A above) detailing their teaching, scholarly, service, and administrative duties and other professional and public service activities, as well as any other matters they believe to be relevant to the annual performance review. Any faculty member who wishes to discuss his /her review with any member of the Committee, or the Committee as a whole, may do so. In order to clarify information, any Committee member or the Committee itself may request additional information from or meet with any faculty member to discuss his or her activities during the review period. Each Committee member will review the submitted reports and fill out a Peer Review Evaluation Form. The Committee will meet to discuss the reports, and the Committee Chair will fill out a Peer Review Evaluation Form that summarizes the consensus evaluation of the Committee, which will be forwarded to the Head.

The Head will prepare a written performance evaluation of each faculty using the Head Evaluation Form. If a faculty member is found to be performing at an unsatisfactory level in any area of responsibility, UHAP, section 3.10.04 Outcomes of Annual Performance Review will be followed. The Head will provide the faculty member with copies of the Committee’s and Head’s reports; any appeals will follow the guidelines in UHAP, section 3.10.06.

3. **Rating Scale:**

**Performance Ratings**
Faculty shall be rated in each of the assigned areas of responsibility according to a five-level scale. An overall rating shall also be given according to the same scale by the Chair. The term “satisfactory or better” refers to any of the top four ratings.

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<th>AMERICAN INDIAN STUDIES</th>
<th>ANNUAL PERFORMANCE REVIEW</th>
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<tr>
<td></td>
<td>Performance Rating</td>
<td>Tenure/Continuing Status Development: Improvement Action*</td>
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<tr>
<td><strong>O V E R A L L S</strong></td>
<td>Truly exceptional</td>
<td>Departmental and UA support for growth and development</td>
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<td>Exceeds Expectations</td>
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<td>Meets expectations</td>
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4. ANNUAL FACULTY PERFORMANCE EVALUATION
PEER REVIEW COMMITTEE EVALUATION FORM

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<td>Truly Exceptional</td>
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Comments:

Teaching/Advising

Service/Outreach
5. AMERICAN INDIAN STUDIES
ANNUAL FACULTY PERFORMANCE
HEAD EVALUATION FORM

Faculty Member: 

Date: 

Review Period: Three Calendar Years 

1. Evaluation of accomplishments

   a. Teaching (% workload):

   b. Service/Outreach (% workload):

   c. Research (% workload):

   -
   -
   -

   d. Administration (if applicable, % workload):
2. Areas for improvement

   a. Teaching: Does a deficiency exist? _____ Yes _____ No
   b. Service/Outreach: Does a deficiency exist? _____ Yes _____ No
   c. Scholarship: Does a deficiency exist? _____ Yes _____ No
   d. Administration: Does a deficiency exist? _____ Yes _____ No
   e. Collegiality Does a deficiency exist? _____ Yes _____ No

3. Objectives that faculty member and Chair agree are to be achieved during the next year:

4. Faculty member’s plan in the areas of professional growth and development.

5. Summary of evaluation by the Department Peer Review Committee:

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<th>Teaching</th>
<th>Service</th>
<th>Scholarship</th>
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<tr>
<td>Truly Exceptional</td>
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6. Overall evaluation and rating by Chair

   _____ Unsatisfactory     _____ Needs Improvement     _____ Meets Expectations
   _____ Exceeds Expectations  _____ Truly Exceptional
I have read this evaluation and met and discussed the evaluation with the Chair. I understand that there are appeal options available to me which are provided in detail in the revised University Handbook for Appointed Personnel (UHAP), available on-line at http://w3.arizona.edu/~uhap/

Signed:

__________________________________________  __________________________
Faculty Member                                Date

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