Introduction

This document defines the policies and procedures for faculty evaluation in the College of Education (COE), University of Alaska Anchorage.

Materials contained in this document conform to the University of Alaska Board of Regents and University of Alaska Anchorage Policies on faculty evaluation. Nothing in this document is intended to be in violation of Regents or University policy. It is recommended that faculty review those policies. They are currently available at: http://www.uaa.alaska.edu/facultyservices/tenure/index.cfm. If negotiated bargaining unit agreements or University policies are in conflict with these guidelines, the agreements and University policies shall take precedence.

As detailed in the UAA Faculty Evaluation Guidelines, the faculty role is grounded in a comprehensive definition of scholarship, which can take any of five forms: discovery, integration, application, engagement, and transformation/interpretation. All aspects of faculty work should demonstrate scholarship in one or more of these forms. The anticipation of the

will have a significant presence throughout the file.

Guidelines for Determining Faculty Workloads

The faculty of the College of Education workload agreements are determined by the faculty
Department/Program Head/Chair

their doctorates in special education, those in elementary education have doctorates specific to elementary education, etc..Tri-partite Assistant Professors may make adequate progression towards tenure with only the master s degree if their Letters of Appointment specify that they may work on the doctorate as Assistant Professor. The College of Education has no Instructors who go through the review process described here.

Mission statements of the University of Alaska Anchorage and the College of Education focus on professional development that includes a constructive faculty review process. The purpose of this College of Education *Criteria and Guidelines* document is to ensure that peer reviews are

immediate family. Reviewers must disclose to the committee and the Dean any potential for conflict of interest in a particular case.

Training of Reviewers

All persons who serve as reviewers, including faculty members and unit administrators shall attend a training session coordinated by the Office of Academic Affairs and the Faculty Senate prior to the first time they serve as a reviewer or when four years have passed since they last attended the training. Training for reviewers is described in the UAA Faculty Evaluation Guidelines.

Preparation of File

It is the responsibility of the faculty member to submit a complete and well-organized file for review. The purpose of the file is to demonstrate that the faculty member is performing and contributing in a manner consistent with the expectations of her/his workload type (bipartite/tripartite), workload unit allocation (e.g., 4:1, 3:1:1, 2:2:1), and desired rank (for promotion or promotion with tenure) or current rank (for periodic review or tenure only).

The preparation of the file is time-consuming. Faculty need to use judgment in deciding which materials to include in the file. In general, faculty members should select the exemplar products of their work, but evidence of growth over time should also be demonstrated. Thus, items that the faculty member does not think demonstrate superior work but which help to demonstrate change or responsiveness to feedback may also be included. The self-evaluation narrative is a

and why they

describe her/his involvement and contributions to activities (e.g., co-teaching, co-authorship, expanded duties on a committee). Training for faculty submitting files is available through the CAFÉ.

Although some specific elements are required for all review files, faculty members are urged to include additional items to support their claims of achievement and contribution. Submission of only the required elements may not be persuasive. Additional items are most likely to be helpful
UAA Faculty

23) and, we add, promotion. Reviewers are dependent upon materials submitted for reaching conclusions about progression towards tenure, tenure, promotion, or periodic review. Reviewers do not solicit additional information and ought not to draw on their independent knowledge of a faculty member
specifically addressed in the original file; for example, a faculty member who just completed a

curriculum vitae, a self-evaluation, and annual activity reports for the review period, and feedback from the appropriate administrators in response to the annual activity reports where applicable.

Pre-tenure annual files cover only the most recent year. They are reviewed by the Dean of the College.

Full files are submitted by non-tenured faculty undergoing 4th-year Comprehensive Review, by tenured faculty undergoing comprehensive (6

time, and their Achievements section should demonstrate accomplishments from those years.

Timing of Reviews for Promotion and Tenure

As detailed in the UAA Faculty Evaluation Guidelines, at hiring, each tenure-track faculty member is assigned a Mandatory Year of Review for tenure. This year is specified in the initial

members may undergo review for tenure earlier than the mandatory year, but cannot go later than that year.
There is no minimum length of time in rank required before undergoing review for promotion.

All promotion files should cover the entire period the faculty member has held the current rank, even when the faculty member has undergone one or more 6th-year post-tenure reviews. Faculty members may submit promotion files when they believe they are ready, with the understanding that the expectations regarding achievement are about the same whether two years or six years have passed. It has been conventional for faculty members to serve for about five years in rank before standing for promotion. Note: Assistant Professors must be reviewed for promotion to Associate Professor when they are reviewed for tenure, so in fact there is a mandatory year of review for their promotion.

  Initial appointment to the rank of Associate Professor may be made with or without tenure. Faculty initially appointed to the rank of Associate Professor without tenure must be reviewed for tenure no later than the fourth (4th) consecutive year of service. Appointments to the rank of Associate Professor may continue beyond the fifth (5th) year only with tenure.
page 23)

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rank of Associate Professor without tenure must be reviewed for tenure no later than the fourth
(4th   -tenured faculty members appointed to a tenure-tra /P se

<u>DEFINITION OF SCHOLARSHIP IN TEACHING</u>

Evidence Submitted by the Faculty Member

1. The materials assembled by the faculty should reflect instructional activities during the appropriate evaluation period. Faculty members are encouraged to provide more than the required materials.

2. The following evidence is required:
   - A list of classes taught during the review period and, if appropriate, comments on special class features
   - A syllabus for each course included in formal instruction. If the course content guide has not changed substantially, the syllabus presented may be the most current document. Significant changes must be documented by including all representative syllabi.
   - UAA-administered student course evaluation summaries for each course for each year included in formal instruction. If student course evaluation summaries are unavailable, a statement explaining the absence should be noted in the file.

3. The following are examples of materials that might be included. The list is not exhaustive, nor is it expected that the faculty will accomplish all items. The list is not a set of criteria, nor is it weighted. The list is illustrative and should serve as a guide for faculty and faculty evaluators.
   - A list of manuals or other instructional materials which the faculty member has authored or prepared.
   - Documentation of an innovative technique or teaching method of special merit.
   - Evaluation of teaching by colleagues.
   - Curriculum development and program planning activities.
   - Documentation of new course preparations.
   - Documentation of extensive course revisions.
   - Awards or other teaching recognitions.
   - Program evaluation reports that speak to the faculty member's teaching.
   - Evaluation of past students by standardized tests, by colleagues in subsequent courses, or by other data related to the period under review.
   - Awards or recognitions received by past students.
   - Evidence demonstrating the creation of student interest and involvement.
   - Course evaluation procedures carried out by the faculty member.
   - Other evidence the faculty member believes is relevant to the elevant 6gaBT1 0 0 1 234.53 305.21 Tm

Assistant Professor: The key concept for promotion to Assistant Professor is clear and convincing evidence of **achievement or definite promise** within their profession through a sustained record of effectiveness in teaching. The faculty member **active participation in the Primary area and at least two items from the Secondary area**.

Primary

Instructional and learning experiences

Secondary

Building and developing curriculum and learning resources
Mentoring students
Advancing teaching excellence
Advancing student excellence

Examples of accomplishments in teaching that indicate faculty member   sustained record of effectiveness in teaching
a. Documents effective teaching practices
b. Receives positive student evaluations
c. Provides evidence of student learning
d. Provides instructional activities which demonstrate critical thinking and knowledge of the field
e. Receives positive peer or administrator review of course preparation and performance
f.

e.

Emphasis on Community

Research and Creative Activity

Definition of Research and Creative Activity

      a. Academic Research and Creative Activity

It is expected that all faculty with research as part of their approved workload will demonstrate a high level of research activity and productivity in more than one of the following six fields.

Conducting and Disseminating Academic Research:
    Engagement in, and completion of, formal research projects
        Preparation and submission of research grants and contracts at local, state, national, and international levels   competitive and noncompetitive, and/or
        Preparation and submission of professional activity grants, and/or
        Preparation and submission of grants which would include postdoctoral fellow appointments
        Publication of peer-reviewed books, book chapters, journal articles, monographs, and conference proceedings
        Publication of non-reviewed research articles
        Presentations at conferences

Producing and Performing Creative Works:
        Preparation and publishing of computer software, educational tests, curricula, and other materials designed to enhance the education profession

Applying for research grants and contracts to provide resources to lead and manage educational research.

ACADEMIC RANK, APPOINTMENT, AND TENURE

<u>Evidence Submitted by the Faculty Member</u>

In the College of Education there are specific benchmarking and performance indicators that provide for the framework for assessment of research productivity. All faculty with research in their workload are expected to be engaged actively in the research areas described below. Obviously, the expectations vary according to rank with a professor being highly productive in research, contributing significantly to the research community, and being recognized for the contributions made to the research endeavor nationally and internationally.

Mentoring, leading, supporting informal research at undergraduate and graduate level, and/or

Professional contributions to schools/educational communities with a physical artifact (protocol, curricula model, needs assessment, program evaluation)

At the rank of associate professor, faculty members must demonstrate significant research productivity in the primary research categories of research grants and/or publications together with a substantial profile of achievements as listed under secondary research.

Primary research:

Success in competitive or non-competitive state research grants as Principal Investigator or Co-Principal Investigator, and/or

Satisfactory profile of recent publications including peer-reviewed, journal articles, and book chapters, edited books, non-reviewed book chapters, or editor of a special issue in a refereed journal

Secondary research:

Invited keynote or plenary presentation at significant conferences, and/or

Chair or member of the research committee supervising satisfactorily to completion
, and/or

Creation and publication of high-level research -based computer software, or films, or publish education tests or curricular material, and/or

Editor of a minor journal and/or member of an editorial board, and/or

Reviewer of one or more proposals for a funding agency or journal, and/or

Policy analysis

At the rank of professor, faculty members must demonstrate a high level of research productivity in the primary research categories of research grants and/or publications together with a significant profile of achievements as listed under secondary research.

Primary research:

Success in competitive state or national research grants as Principal Investigator or Co-Principal Investigator, and/or

Satisfactory profile of recent publications including peer-reviewed books, journal articles, and book chapters

Secondary research:

Invited keynote or plenary presentations at significant conferences, and/or

Chair or member of the research committees supervising satisfactorily to completion doctoral research students, and/or

Creation and publication of high-level research -based computer software or films, and/or

Editor of a major journal, and/or

Criteria for Tenure, Professor Emeritus/a and Distinguished Professor

Faculty members for tenure who are at the level of Associate Professor will be reviewed for evidence of sustained, long-term success in teaching, service and research (as appropriate) at the

growth and development.

Faculty members for tenure who are at the level of Professor will be reviewed for evidence of sustained, long-term success in teaching, service and research (as appropriate) at the level of Professor.

Criteria for Professor Emeritus/a or Distinguished Professor

Professor level may submit a full file for review as Professor Emeritus/a. Following the faculty review process, the Chancellor makes the final appointment. Faculty requesting this designation would be expected to demonstrate consistent achievement at the Primary level across workload components.

On very rare occasions, the Board of Regents recognizes superb faculty members as Distinguished Professors in teaching, research, or service. Colleagues in the College must nominate faculty members for this honor, and faculty review must endorse the nomination. The Chancellor and the President also must support the nomination, with the Chancellor making the formal recommendation to the Board of Regents. Faculty being reviewed for this honor would be expected to demonstrate consistent achievement at the Primary