

University of Alaska Anchorage

College of Education

Faculty Evaluation Criteria and Guidelines

for

Progress towards Tenure, Tenure, Promotion, and Post-Tenure
Review

Ratified by College of Education 11-11-13

Approved:



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College of Education

Faculty Evaluation Guidelines

For Progress toward Tenure, Tenure, Promotion, and Post-Tenure Review

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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 COE that “community engagement” as defined by the University Faculty Evaluation Guidelines 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 member’s Dean in consultation with the Department/Program Head/Chair and faculty member. The signed workload agreement is included in the evaluation file. The workload agreement indicates the activities that the evaluators will examine and the weight these activities will be given in the evaluation. Faculty workload assignments may vary to reflect the conventions of the various academic units, extramural supports, administrative responsibilities, and special University assignments.

The COE faculty workload have two or three components to their workload, which are divided into five workload units for a given semester. Faculty members will be responsible for 30 workload units per academic year. Workload agreements are made annually based upon the faculty member’s appointment at hire and subsequent modifications established between the faculty member and the appropriate University Administrative Officer (Department/Program Head/Chair, Dean, Provost). Bipartite faculty workloads are comprised of teaching and service responsibilities. Tripartite faculty workloads are comprised of teaching, research/creative activity and service responsibilities. The faculty evaluation process will be a review of performance of each of the components of a workload agreement. Faculty are encouraged to integrate the components of their workloads where doing so enhances the totality of their work.

Both bipartite and tripartite College of Education faculty are represented by United Academics. The terminal degree for bipartite faculty is the Master of Education. The terminal degree for tripartite faculty is the doctorate in their related field. Such as faculty in special education have

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 carried out in a fair and equitable manner and that the standards and criteria are consistently and equally applied to each candidate under review.

Faculty members are annually reviewed for participation in and contribution to the specific mission of the College of Education. The *Criteria and Guidelines* provides a process for each faculty member to present his/her particular accomplishments for review when applying for periodic review, tenure or promotion.

Order of the review process:

1. COE faculty at the Anchorage Campus:
 - a. COE Faculty Peer Review Committee
 - b. Dean of COE
 - c. University-wide Faculty Evaluation Committee
 - d. Provost
 - e. Chancellor

2. COE faculty at Community Campuses:
 - a. Campus Director/President
 - b. COE Faculty Peer Review Committee
 - c. Dean of COE
 - d. University-wide Faculty Evaluation Committee
 - e. Provost
 - f. Chancellor

Procedures of Peer Review Committees

COE Peer Review Committee Members are expected to adhere to the highest level of professional ethics and standards. Members of the Faculty Peer Review Committee are elected by the tenure and tenure-track faculty from the College of Education. The chair of the peer review committee is elected by the committee members. The committee chair signs all reviews on behalf of the committee. The evaluation of the committee should be stated as a recommendation to the Dean.

Only faculty at the rank of Professor on a peer review committee may evaluate candidates for promotion to Professor.

Faculty may not participate in peer committees that review a member of the faculty member's 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 crucial component of the file, telling the story of the faculty member's efforts and achievements and why they are important within the context of the faculty member's scholarly identity and the University's and College's missions. The responsibility lies on the faculty member to fully 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 in the “full files” submitted for promotion and/or tenure. As stated in the UAA Faculty Evaluation Guidelines, “Tenure is not automatic and is not based on years of service...It is the faculty member's responsibility to establish a case that supports the awarding of tenure” (pp. 22, 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's work. Additional materials may not be added to the file once submitted unless specifically addressed in the original file; for example, a faculty member who just completed a

doctorate but whose transcript has not yet been received may provide a placeholder for the verification of the degree.

One highly recommended additional item is a scholarly agenda, a statement which identifies the faculty member's areas of current expertise, the directions in which the faculty member hopes to grow, and the relationship between the two. The scholarly agenda is optional. All areas of the faculty member's workload should be addressed, and thematic integration across the two or three workload components is encouraged though not required. The scholarly agenda differs from the self-evaluation in that the self-evaluation is specific to the review period, whereas the scholarly agenda addresses the broader vision of the work and provides a context for activities during the review period, with a particular eye toward the future. The suggested agenda content could be incorporated into the self-evaluation or as a stand-alone document.

Optional Peer Review and Letters of Support

The faculty member may also choose to invite university colleagues to review his or her teaching, research, and/or service activities in an effort to solicit letters of support for inclusion in the evaluation file. Peer letters of support might be informed, for example, by observing current teaching activities or presentations of research, and/or past collaborations in teaching, research, or service. In addition to praise for specific activities, peer letters of support might also include constructive criticisms that the faculty member could address for future professional improvement in the scholarly agenda (described above).

External Reviewers

Reviews for tenure or promotion require evaluation of the faculty member's record by professional references external to the University. In recommending external reviewers to the Dean, faculty should understand that both the stature of the reviewer within the discipline and the objectivity of the reviewer may affect the weight accorded to the external review. External reviews may carry less weight if the reviewer is not an academic or professional with stature in the discipline, or if the reviewer's own professional success may be enhanced by supporting the faculty member. The latter might be the case if (a) the reviewer previously had a professional or personal relationship with the faculty member, such as a former mentor or collaborator, or (b) the reviewer is currently engaged in funded research with the faculty member. External reviews that are likely to have greater impact are evaluations by referees who have national or international reputations in the discipline and those who hold the rank of Professor at peer or aspirational peer institutions. The Collective Bargaining Agreement (pg. 26) states that the Dean may request the faculty member to submit the names of 2 external reviewers. It is recommended that the faculty member submit a minimum of 3 potential External Reviewers, from which the Dean may choose 2. The faculty member may also submit a list of 3 individuals on a 'Do Not Contact List'. The intent of those individuals appearing on the 'Do Not Contact' list, is not to be contacted by the Dean in regard to the promotion file.

Required File Elements and Review Cycle:

Abbreviated files are submitted by non-tenured faculty annually. They must include: a current

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 (6th year) post-tenure review, and by all faculty undergoing review for promotion and/or tenure. They are reviewed by the College Peer Review Committee, the Dean of the College, the University-wide Faculty Evaluation Committee, the Provost, and the Chancellor. (Note: Comprehensive post-tenure reviews continue beyond the Dean only if a review is unsatisfactory. 4th-year comprehensive reviews continue beyond the Provost only at the written request of the faculty member.)

Full files must include: a table of contents and three sections covering introductory materials, and evidence of achievement within the faculty member's workload components.

The Introductory section must include:

1. current curriculum vitae;
2. verification of the pertinent terminal degree (not required for post-tenure review);
3. annual workloads, [all must be signed and dated by all parties specified on the form];
4. activity reports, [all must be signed and dated by all parties specified on the form];
5. feedback from the appropriate administrators in response to the annual activity reports where applicable;
6. the self-evaluation, including objectives for the current year;
7. For non-tenured faculty, copies of all past reviews; for tenured faculty, a copy of the last review (other reviews made available upon request) (not required for post-tenure review).

The teaching sub-section of the Achievements section must include: all quantitative student evaluations from courses taught in the last six years (or all years in rank if fewer than six) and the most current syllabus for each course taught during the review period. For those courses in which a student evaluation was not generated, it is the responsibility of the faculty member to include explanations.

Note: The evaluation file for faculty members who are faculty members for promotion and/or tenure is cumulative for the review period and must, in addition, include:

1. Further documentation of scholarship, instruction and service corresponding to applicable workload agreements.
2. Letters of recommendation. Two types must be included: Letters of recommendation from peers and colleagues, and letters from two required outside reviewers.
3. Copies of all review files since initial appointment for tenure review and/or copies of all review files since previous promotions or initial appointment, whichever applies.

On occasion, new faculty are hired with some number of years at a previous institution credited toward their tenure and/or promotion at UAA. These faculty members must also include in the introductory section their initial Letter of Appointment documenting this credited

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 Letter of Appointment and varies according to the faculty member's initial rank. Faculty 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.” (FEG, 2012; page 23)

“Faculty initially appointed to the ranks of Professor without tenure shall be reviewed for tenure no later than the second (2nd) consecutive year of service....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....All non-tenured faculty members appointed to a tenure-track position at the rank of Instructor or Assistant Professor must be reviewed for tenure no later than the seventh (7th) consecutive year of service.” (FEG, 2012; page 23)

Teaching and Learning

DEFINITION OF SCHOLARSHIP IN TEACHING

It is expected that teaching will be demonstrated through some combination of one or more of the following five aspects.

Instruction and Learning Experiences

- Teaching students in courses, laboratories, field experiences, clinics, studio classes or in web-based environments
- Teaching participants in workshops, retreats, seminars
- Managing a course (student assessment, student records, learning experiences)
- Applying effective instructional design strategies to teaching and learning
- Providing capstone, service learning or community -engaged learning opportunities
- Incorporating active learning and/or research experiences in the curriculum

Building and Developing Curriculum and Learning Resources

- Developing and revising outcomes-based curriculum and assessment
- Shaping teaching materials, manuals, software
- Designing and implementing new or varied delivery modes, including web-based and new media technologies
- Constructing resources to support distributed education and independent learning
- Selecting, organizing, and providing access to information resources in support of learning goals

Mentoring Students

- Advising students for academic success and career planning
- Providing opportunities and supporting students' research and scholarship
- Providing one-to-one instruction or tutoring
- Guiding capstone, service learning and independent study opportunities
- Supervising research assistants and teaching assistants

Advancing Teaching Excellence

- Mentoring colleagues and observing their teaching
- Reviewing current literature and national standards in subject area
- Planning and contributing to professional development activities related to teaching
- Shaping and improving assessment methods
- Consulting with colleagues on the selection and use of instructional tools, resources, and materials
- Conducting instructional and classroom inquiry
- Implementing ideas from professional development activities
- Using student feedback and self-reflection to enhance or change instructional practices

Advancing Student Excellence

- Writing letters of recommendation or nominating students for scholarships and awards
- Supporting students' accomplishments, such as Student Showcase, Undergraduate Research Grants, or presentations at professional conferences
- Serving as chair of graduate or undergraduate theses, and honors or capstone project committees

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 evaluation of her or his teaching, along with a concise statement describing what the material shows about teaching effectiveness.

Guidelines for Evaluation of Teaching Activities

The following descriptions of expectations for faculty activities in teaching are intended as a guide for faculty members presenting their teaching activities and for the reviewers evaluating those activities. The lists of examples that indicate accomplishments in teaching at each rank are not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The lists are not a set of criteria, nor are the items weighted.

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's file should demonstrate **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 members' 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. Participates in community engagement or community-engaged learning
- g. Designs and teaches professional development courses, workshops, and/or seminars
- h. Develops and/or revises courses
- i. Develops and teaches distance courses using effective pedagogical strategies
- j. Supervises and mentors students in field-based courses (e.g., practicum, internship)
- k. Provides academic advising and/or professional planning on an individual or group basis
- l. Provides evidence of reflective practices that support his/her development as a teacher
- m. Writes letters of recommendation or nominates students for scholarships and awards
- n. Serves on student graduate or undergraduate theses committees or capstone projects

Associate Professor: The key concept for promotion to Associate Professor is clear and convincing evidence of an **emerging level of recognition** within their profession through a **sustained record of effectiveness** in teaching. The faculty member's file should demonstrate **leadership and guidance in 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 members' 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 including acknowledgement of leadership in teaching
- f. Designs and teaches professional development courses, workshops, and/or seminars
- g. Initiates and participates in community engagement or community-engaged learning
- h. Demonstrates leadership in developing curriculum (e.g., initiates course development appropriate to his/her area of expertise and to student need)
- i. Demonstrates leadership in developing and teaching distance courses using effective pedagogical strategies
- j. Provides evidence of reflective practices that support his/her effectiveness as a teacher
- k. Serves as role model in providing academic advising and/or professional planning on an individual or group basis
- l. Supports students' research or presentations at professional conferences
- m. Provides leadership in supervising and mentoring students in field-based courses (e.g., practicum, internship)
- n. Mentors new faculty to support their development as teachers
- o. Writes letters of recommendation or nominates students for scholarships and awards
- p. Serves on student graduate or undergraduate theses or capstone projects including serving as chair of committee

Professor: The key concept for promotion to Professor is clear and convincing evidence of **established recognition** within their profession through a **sustained record of excellence** in teaching. Faculty member's file should demonstrate **leadership and expertise in 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 members' sustained record of excellence in teaching

- a. Documents excellence teaching practices
- b. Receives positive student evaluations
- c. Provides evidence of student learning
- d. Requested by agencies and individuals outside the University/College as a visiting lecturer or as a consultant in curriculum/program development

- e. Serves as a leader in areas such as content, curriculum development, program planning, and assessment of teaching and learning
- f. Serves as role model in providing academic advising and/or professional planning on an individual or group basis
- g. Provides leadership in supervising and mentoring students in field-based courses (e.g., practicum, internship)
- h. Initiates and provides leadership in community engagement or community-engaged learning
- i. Mentors new faculty to support their development as teachers
- j. Provides leadership in advancing excellence in teaching (e.g., conducting action research)
- k. Demonstrated leadership in supporting students' research and presentations at professional conferences
- l. Serves as chair of graduate or undergraduate theses committee or capstone projects
- m. Receives recognition and honors for teaching excellence
- n. Widely recognized for expertise in his/her professional field or discipline

Service

Definition of Service

All College of Education faculty are expected to engage in public, professional, and university service activities, with increasing involvement at higher ranks, as appropriate to the discipline, craft, or professional field and the missions of the department and the College. Public, professional, and university service can generally be demonstrated through the following broad categories:

- Service to Public/Society (with emphasis on community engagement)
- Professional Service
- Service to the Discipline, Craft, or Professional Field
- University Service

Below each category is listed with explanation and/or examples of service activities.

(1) *Service to Society:*

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

Emphasis on Community -Engaged Service:

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

(2) Professional Service

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

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

(3) Service to the Discipline, Craft or Professional Field

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

(4) University Service

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

Governance:

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

Academic and Faculty Development:

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

Student Success Support:

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

Compensated Outside Activities

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

Uncompensated professional service consists of contributions to the profession such as work in organized activities of the discipline. This includes membership, leadership, and participation in professional societies, associations, conferences, meetings, and evaluations or reviews.

Compensated professional service consists of professional activities or consulting not included in a faculty member's workload. Paid consulting services should be listed separately from the

uncompensated services described above. Faculty members must disclose to the campus ethics representative any work performed outside their university employment.

Evidence Submitted by the Faculty Member

College of Education faculty members are required to provide documentation of service in all four categories: service to society, professional service, service to the discipline, craft, of professional field, and university service.

Service is outlined in required documents in the file (the workload, activity report and vita), but additional documentation, specific to the service activity, is also required.

Guidelines for the Evaluation of Service Activities

The following descriptions of expectations for faculty service activities are intended as a guide for faculty members and reviewers. The lists of examples indicating service appropriate to each rank are not exhaustive; nor are faculty expected to accomplish all items. The quality and quantity of accomplishments are expected to increase with time in rank. Items listed are not criteria, and not weighted. In general, a faculty member's service component should be centered in the department/program for the first four years and gradually broaden into the College and University service as the faculty member progresses in rank. Presentations to organizations and conferences should be focused at the local and state level for the first years and gradually broaden to national and international venues.

Assistant Professor: For the rank of Assistant Professor, College of Education faculty must document developing service activity effectiveness by providing evidence of departmental and college service. Documentation for the Assistant Professor level should include:

1. Evidence of beginning leadership roles at the departmental/program level of service;
2. Community/Professional engagement.

While all four categories of service should be included, department/program and college service are highly valued at this phase of the faculty career.

Examples of Evidence Appropriate to Assistant Professors:

- Serving on a hiring committee within the department/program or for another department/program;
- Serving on an ad hoc departmental committee;
- Chairing a faculty search committee;
- Collaborating with other educational institutions;
- Contributing to the accreditation work of the department/program;
- Writing for popular and non-academic publications directed to specialized audiences;
- Providing service to PreK-12 schools or agencies that focus on children and youth;
- Providing professional reviews or critiques of materials at the request of colleagues;
- Collaborating within College programs on projects or initiatives;
- Contributing to the curriculum development of departmental courses.

Associate Professor: For achieving the rank of Associate Professor, College of Education faculty must document increasing effectiveness in service activities by providing:

1. Evidence of leadership roles at the departmental/program level and beginning at the College/University levels;

2. Community/Professional engagement.

While all four categories of service should be included, increased services for the College/University and expanded services to the public and profession are highly valued at Associate Professor rank of the faculty career.

Examples of Evidence Appropriate for Associate Professors:

- Serving on a standing College committee;
- Chairing a College committee;
- Serving on Faculty Senate or other governance body;
- Serving as a panel chair at a professional conference;
- Reviewing presentations/papers for a professional organization;
- Partnering with another public institution;
- Providing a program evaluation for a school district or public agency;
- Serving as an officer of a professional society;
- Chairing a department/program for the College;
- Developing outreach activities to meet the needs of diverse and non-traditional students;
- Providing service to PreK-12 schools or agencies that focus on children and youth;
- Collaborating within College programs on projects or initiatives.

Professor: For achieving the rank of Professor, College of Education faculty must document a sustained record of excellence in service by providing:

1. Evidence of leadership in selected areas of service at the department/program, College, and University levels;
2. Community/Professional engagement.

Examples of Evidence Appropriate for Professors:

- Serving on public boards, task forces, or committees;
- Contributing to departmental, College, University, or campus development and governance activities;
- Participating in advancement and resource development activities;
- Developing an area of service that makes a recognizable impact on one of the goals or missions of the University;
- Developing outreach activities to improve learning for remote, rural areas;
- Representing the University/College at national and international meetings;
- Testifying before legislative or congressional committees.
- Directing or implementing faculty development activities; Mentoring other faculty;
- Organizing, directing, and/or implementing academic development activities.

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

Developing and Disseminating Curriculum and Pedagogical Innovations:

- Engagement in collaboration with the professional community in developing instructional and curricular approaches and with applied research

Developing and Disseminating Innovations in Clinical and Craft Practice:

- Providing leadership of journal and professional publications including editorship, member of editorial committees, and reviewer of research and publication proposals

Editing and Managing Creative Works:

- Contribution and leadership of creative materials designed to enhance the profession of education.

Leading and Managing Funded Research Programs, Contracts, and Creative Projects:

- Leading and contributing to applied, translational, and interdisciplinary research in the fields of education and related disciplines, and/or

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

ACADEMIC RANK, APPOINTMENT, AND TENURE

Evidence Submitted by the Faculty Member

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. Expectations for Associate and Assistant Professor require significant research contributions but at a lower level of productivity, contribution, and recognition.

There are two research groupings: primary and secondary. In terms of contributing to the stock of knowledge, and being recognized by peers through research publications and appraisal processes, grant activity and/or publications are regarded as **core research activities**. The secondary categories are all important and many of these activities are related to achievements in the primary area of research.

When seeking progression towards tenure, tenure, and/or promotion, faculty will present their profile of research productivity and engagement and will evidence their typical levels of achievement and recognition. The required contribution for all levels is demonstrated activity in the two primary areas, research grants and/or publications at the appropriate level, with explanation of achievements in the other secondary achievement areas. Additionally, in the preparation and explanation regarding a faculty member's research and creative activity profile, it is expected that there will be significant current activity, that is, demonstrable evidence of activity in the last 3 to 5 years prior to an application for progression towards tenure, tenure, or promotion.

At the rank of assistant professor, faculty members must demonstrate an increasing profile of research productivity in the primary research categories of research grants and/or publications together with evidence of achievements as listed under secondary research.

Primary research:

- Completion of funded or unfunded research grant applications, and/or
- Satisfactory profile of recent publications including peer-reviewed conference proceedings, refereed journal articles in preparation, or professional non-reviewed publications

Secondary research:

- Peer-reviewed or non-reviewed major conference presentation at a major conference, and/or
- Policy analysis, and/or
- Active service on master's or doctoral research committees, and/or

- 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 master's or doctoral research students, 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
- Recipient of national or international awards in their professional area, and/or
- Policy analysis

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 level of Associate Professor and the prospects for faculty member's continued professional 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

Faculty with at least ten years' service who are about to retire at the 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 levels across workload components with exceptional strength in the workload component for which s/he is nominated.

Appeal Process

A faculty member may appeal a decision involving promotion, tenure, or other deficient review.. Information regarding an appeal is available in the relevant collective bargaining agreement and from the Office of Academic Affairs.