

UNIVERSITY OF ALASKA ANCHORAGE

The

School of Allied Health

FACULTY EVALUATION GUIDELINES

This document is to be used with the University of Alaska Board of Regents Policy and the University of Alaska Anchorage Policies, Procedures, current collective bargaining agreements, and Faculty Evaluation Guidelines that relate to faculty appointment, review, promotion, and tenure. If there is a conflict between the School of Allied Health Faculty Evaluation Guidelines and the policies, the policies will prevail.

Approved October 1, 2013
Robin Wahto, Director

Approved December 8, 2013
Dr. Susan Kaplan, Administrative Dean, COH

Approved by Provost to use criteria for reviews
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Dr. Elisha Baker, Provost

School of Allied Health FACULTY EVALUATION GUIDELINES

University of Alaska Anchorage (UAA) Policy places the primary responsibility for faculty evaluation decisions related to the progression towards tenure, tenure, promotion, and hiring of faculty members in each school or college. This document has been prepared by faculty within the School of Allied Health (SAH) and is based on the revised Community and Technical College (CTC) guidelines. The new guidelines incorporate criteria and guidelines approved by CTC in April of 2000, a revision effort in April 2006, and modifications to meet the new University-wide guidelines criteria. These new guidelines are designed to provide working definitions, as well as elaboration and clarity, to the UAA Faculty Evaluation Guidelines dated June 6, 2012, relative to programs within SAH. This document does not supersede current UAA Policy or Board of Regents Policies and is intended to be consistent with those policies.

The School of Allied Health faculty wish to recognize the Community and Technical College Task Force members for their willingness to share CTC guidelines with the Allied Health faculty.

Thanks to CTC Task Force Members: Ellen McKay, Chair; Ray Noble; Helena Spector; and Louis Nagy.

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SCHOOL OF ALLIED HEALTH FACULTY EVALUATION GUIDELINES

INTRODUCTION

Mission statements of the University of Alaska Anchorage (UAA) and the College of Health (COH) inherently suggest the development of a constructive faculty review process. This process designates clear criteria for faculty professional development relative to University recognition of progression toward tenure, periodic review, tenure, and promotion.

Faculty members are reviewed for particular participation in the development, dissemination, and application of knowledge and skills by demonstrating quality instruction, provision of quality programs, and active participation in service to the unit/department, college, university, and community.

The review procedures were developed with the basic assumption of trust that all eligible faculty members will be tenured and promoted when requirements for such advancement have been satisfied.

The review process is intended for all faculty members to present their particular accomplishments for review when applying for annual progression, fourth-year, tenure, post-tenure, sixth-year, or promotion. Data required for such a review may also be submitted by individual faculty members, if necessary, when one is considered for salary advancement.

University Policy mandates that the examination and evaluation of faculty work must be done within the context of the explicit goals of the institution as embodied in the mission and strategic plan. Faculty members must demonstrate a consistent pattern of high quality scholarly achievement across the components of faculty responsibility, and that their expertise and achievement have contributed to the unit goals and institutional mission.

Terminal Degree

The faculty in the School of Allied Health (SAH) represent an extraordinarily wide range of disciplines. The SAH offers occupational endorsements, associate degrees, and bachelor's degrees. As such, the SAH faculty require a unique, diverse set of qualifications depending on their discipline. For the SAH, "terminal degree" refers to the credentials required to be promoted to Associate Professor. The terminal degrees for SAH programs are listed in Appendix A.

Faculty Workloads and Activity Reports

Faculty members have a responsibility to their students, their discipline, their craft or professional field, the University, and the community. The components of faculty responsibility consist of teaching, service, and academic research/creative activity. Faculty members shall confer with the program Chair, Director, campus Director or President to prepare a proposed annual workload agreement. The intent is to ensure this workload process strikes a balance between academic freedom and professional aspirations and the program/school/college/university operational requirements. The resulting workload should provide the faculty member with the opportunity to meet the criteria for progression towards tenure, tenure, promotion, or post-tenure reviews. The signed Annual Workload Agreement serves as the contractual agreement outlining the faculty member's responsibilities expected for the specified time period. If the faculty member's assignments change, the workload agreement must be revised because of the contractual component of the agreement.

The Annual Activity Report provides a summary of the outcomes of a faculty member's work in a given year. It is directly connected to and viewed in the context of the Annual Workload Agreement. The signed activity report must address each item in the workload agreement; however, the report may contain additional accomplishments not reflected in the agreement.

Professional Development

The focus of the School of Allied Health is on health profession education. It is important that the faculty keep current with the advances in the content and technology of their discipline. As a part of the workload noted above, it is expected that each faculty member shall engage in professional development activities on a continuing, long-term basis. Professional development of faculty is considered important in order to stay current in their disciplines. As part of their professional development, faculty members are expected to meet, in a timely manner, any special conditions of employment included in their initial appointment letter.

Community Engagement

Engagement, in all its forms, is at the center of UAA's mission and vision, and the Carnegie classification as an "Engaged University" reflects that commitment. Community engagement at UAA recognizes, respects, and values the knowledge, perspective, and resources shared among our partners. UAA describes community engagement as collaborations between institutions of higher education and individuals, organizations, and institutions in their larger communities (local, regional, state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. University policy emphasizes the value of community engagement as part of faculty roles and responsibilities and states that it should constitute a vital component of faculty evaluation considerations.

THE REVIEW PROCESS

Scholarship in teaching, research/creative activities, and service of the faculty members being considered under these processes cover a wide range of workload assignments and responsibilities that are often designed to meet the specific needs of the particular discipline, program, and/or campus. The burden of evidence for demonstrating the attainment of criteria before granting of tenure or promotion rests with the candidate.

The candidate should notify the Dean of his or her decision regarding the type of review (annual progression, fourth-year, tenure, promotion, post-tenure, or sixth-year) in his or her cover letter. Candidates planning to submit a file in the fall semester should notify the Dean by the end of the prior spring semester.

Levels of Review

1. School Director (UAFT only)
2. COH Peer Review Committee
3. COH Dean
4. University-wide Faculty Evaluation Committee
5. Provost
6. Chancellor

Types of Review

- Annual Progression towards Tenure Review involves review levels 1 through 3.
 - Non-tenured, tenure track faculty members shall submit an Abbreviated File.
- Comprehensive 4th Year Review involves review levels 1 through 5.
 - Non-tenured, tenure track faculty members shall submit a Full File.
 - To be eligible, the faculty member shall meet the criteria for initial appointment to his or her current rank.
- Tenure Review involves review levels 1 through 6.
 - Non-tenured, tenure track faculty members shall submit a Full File.
 - To be eligible for tenure, a faculty member must present evidence of successful scholarship as specified in the applicant's workload agreements and as described in the UAA Faculty Evaluation Guidelines.
- Promotion Review involves review levels 1 through 6.
 - Non-tenured and tenured faculty members shall submit a Full File.
 - To be eligible, the faculty member shall meet the criteria of initial appointment to the rank to which she or he is seeking promotion.
- Post-tenure Review (non-comprehensive, UAFT only) involves review levels 1 through 3.
 - Tenured faculty members shall submit an Abbreviated File.
- Comprehensive 6th Year Post-tenure Review involves review levels 1 through 5.
 - Tenured faculty members shall submit a Full File covering the preceding six years.
 - To meet the standard, the faculty member shall meet the criteria for initial appointment to his or her current rank.
- Professor Emeritus Review involves review levels 1 through 6.
 - Follow the procedure outlined in the University-wide Faculty Evaluation Guidelines.

- Distinguished Professor Review involves review levels 1 through 6 plus University of Alaska President and Board of Regents approval.
 - Follow the procedure outlined in the University-wide Faculty Evaluation Guidelines.

Criteria for Assessing the Quality and Significance of Scholarship

Scholarship may take many forms, including discovery, integration, application, engagement, and transformation/integration.

The criteria for the evaluation of scholarship include the following:

- Reflects a high level of discipline-related expertise
- Establishes clear and relevant goals
- Uses appropriate methods and resources
- Effectively documents and communicates activities
- Results in positive impact or outcomes
- Upholds professional ethical standards

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 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, 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 areas
- 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

Reporting Teaching Activity

The faculty member is encouraged to organize appropriate materials for review by attaching a short narrative, which catalogs the materials and comments on their noteworthy features. The materials assembled by the faculty member should reflect instructional activities during the appropriate evaluation period. A list of classes taught during the evaluation period and, if appropriate, a comment on special class features should be included.

Evidence of teaching effectiveness collected from students and contained in the review file must include UAA course evaluation summaries for all courses taught within the evaluation period.

The following are examples of materials appropriate for the faculty member to submit for evaluation. The list is not exhaustive, nor is it expected that faculty will accomplish all items. The list is not a set of criteria nor is it weighted; it is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- Representative syllabi/course content guides for all courses taught during the review period.
- A list of manuals or other instructional materials that the faculty member has authored or prepared.
- A description of an innovative technique or teaching method of special merit.
- Evaluation of teaching by colleagues.
- Minor curriculum development and program planning activities.
- A description of new course or program preparations.

- A description of major course revisions.
- Awards or other teaching recognitions.
- Evaluation of past students by standardized tests, by colleagues in subsequent courses, or by any 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.
- Documentation of advising to students in both academic and occupational areas.

Evaluation of Teaching Activities

The following information is intended as a general guide for candidates presenting their teaching activities and for the reviewers evaluating those activities. The quality and quantity of accomplishments are expected to increase with time in rank. The burden of evidence for demonstrating success before tenure or promotion to a higher rank rests with the candidate to present in the file. This list of activities is not a set of criteria nor is it exhaustive or weighted.

Instructor: An instructor demonstrates capable teaching and **meets contractual obligations** by

Engaging

Participating

Performing

Executing

- Conducts formal classroom teaching. This includes campus and off campus courses for which University credit is given and the number of student contact hours is defined.
- Provides student advising of currently enrolled students as to course scheduling and matriculation.

Assistant Professor: **Responds and contributes** to identified educational needs primarily at the local level and takes action to improve their teaching effectiveness by:

Conducting and facilitating

Contributing to development

Refining

Improving

Participating in professional development

Effectively teaching

- Lectures and conducts classroom/lab activities that facilitate student learning.
- Contributes to course and curriculum development.
- Refines teaching practices.
- Participates in teaching and learning professional development workshops.
- Serves as an effective academic advisor to students.

- Delivers distance courses and curriculum.
- Provides other teaching experiences such as short courses offered by the computer center or guest lectures.
- Develops and refines courses.

Associate Professor: **Organizes, manages, and plays a key role** in accomplishing tasks to meet educational needs beyond local levels and implements effective teaching strategies by:

Demonstrating, accomplishing
Facilitating
Adapting, revising, reviewing
Organizing
Delivering
Mentoring
Collaborating

- Demonstrates excellence in facilitating student learning.
- Adapts new or innovative teaching practices, developing or revising outcomes-based courses.
- Delivers contributions to teaching and learning development workshops.
- Mentors students in internship, professional development, research, or scholarly activities.
- Provides peer review of teaching, mentoring, and curricular activities.
- Collaborates with faculty from other disciplines on teaching and learning activities.
- Delivers non-credit courses that are a part of the normal workload.
- Provides individualized instruction. Examples are independent study courses, special courses, and courses by arrangement.
- Develops Instructional materials, including laboratory manuals and media.
- Participates in non-traditional teaching activity, distance delivery, and course/curriculum development.
- Utilizes technology in the classroom – computer-based instruction, computer-aided instruction, multimedia, or other networks.

Professor: **Identifies, initiates, and plays a leadership role** in developing solutions to meet educational needs at the highest levels and designs effective teaching strategies by:

Initiating, leading
Developing, innovating, identifying
Effectively mentoring
Planning, organizing
Establishing frameworks
Presenting
Collaborating

- Serves on thesis committees; provides program direction of graduate degree candidates.
- Initiates new or revised curriculum.

- Develops innovative ways of teaching subject matter.
- Mentors other faculty in teaching and learning activities.
- Plans, organizes, and leads teaching and learning or curriculum development workshops.
- Effectively mentors diverse students toward academic, professional, and personal goals.
- Develops exemplary internship or professional development programs.
- Establishes frameworks for peer and student review of teaching, mentoring, and curriculum.
- Collaborates with faculty on the development of teaching and learning materials.
- Develops programs and curriculum.
- Presents trainings or other seminars that are part of the assigned workload.
- Develops presentations, laboratory manuals, media presentations, and distance education courses.
- Supervises student teaching, practicum, internships or externships, adjunct faculty, or tutors.
- Prepares program review, self-study report, or other accreditation document.

SCHOLARSHIP IN ACADEMIC RESEARCH AND CREATIVE ACTIVITY

Academic research and creative activity are vital to the mission of advancing knowledge, supporting teaching and learning, and promoting the application of knowledge in ways that benefit our local communities and broader society. Faculty members may be assigned a workload component that will entail high quality projects in creative activities or significant academic research as appropriate to their discipline, craft, or professional field.

Academic research and creative activity may be generated through all forms of scholarship and result in an extremely diverse range of products. The quality of these products will be given careful consideration. It is expected that academic research and creative activity will be demonstrated through some combination of one or more of the following six categories.

Conducting and Disseminating Academic Research:

- Conducting basic and applied research and inquiry;
- Conducting community engaged or participatory action research;
- Writing books, monographs, textbooks;
- Writing book chapters;
- Editing books;
- Writing papers in refereed journals and conference proceedings;
- Presenting papers at professional meetings;
- Writing translations, abstracts, and reviews;
- Involving undergraduate or graduate students in ongoing research.

Producing and Performing Creative Works:

- Writing poems, plays, essays, musical scores;
- Producing radio and television productions, films, and videos;
- Engaging in competitions, commissions, exhibitions;
- Directing, choreographing, and performing creative works in music, theatre, or dance;
- Designing and arranging creative works;
- Creating and preparing software and electronically published documents;
- Developing electronic and print information resources that support the curriculum.

Developing and Disseminating Curriculum and Pedagogical Innovations:

- Developing and disseminating creative approaches to teaching methods and techniques, including publication or presentation at professional meetings;
- Development of software and other technologies that advance student learning;
- Writing grant proposals for the development of curriculum or teaching methods and techniques; implementing pilot projects or advanced studies independently or in collaboration with colleagues;
- Participating in the supervision of student research or independent study, capstone projects, and the mentoring of students that leads to the presentation of academic research and other creative works;
- Developing non-traditional teaching activity.

Developing and Disseminating Innovations in Clinical and Craft Practice such as:

- Developing novel or creative approaches in clinical or craft practices, including publication or presentation at professional meetings;
- Conducting research activities not presently reflected in publications, presentations, or papers;
- Developing cases studies, research reports, or non-refereed journal articles;
- Developing tools, technologies, or methods that enhance clinical or craft practice;
- Developing computer programs, computer -based instruction, or computer -aided instruction;
- Creating activities to develop research competencies.

Editing and Managing Creative Works:

- Fulfilling major editorial assignments with academic, disciplinary, craft, and professional publications, including journals, newsletters, or electronic media;
- Reviewing computer software or hardware;
- Reviewing articles for publication or conference presentations;
- Initiating or organizing scholarly conferences symposia, and other similar activities.

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

- Leading research projects or contracts, including multidisciplinary, multi-agency, or collaborative project task forces;
- Writing proposals to funding agencies (private, public, and internal);
- Reviewing of research proposals for funding agencies;
- Reviewing research proposals in preparation, technical reports written in fulfillment of the provisions of research-related grants and contracts;
- Managing budgets of grants and contracts; selecting and supervising staff;
- Preparing required reports.

Reporting Academic Research and Creative Activity

Presenting scholarship in academic research and creative activity should be concisely described in the activity report. In addition to simply listing the activities or products, the faculty member should include all honors and/or special recognition received from the professional community during the review period. A very brief statement (one or two short paragraphs) should be given relating the individual's contributions to the goals and objectives of their professional development and contributions to the mission of their department, college/campus, and UAA.

Evaluation of Academic Research and Creative Activity

Reviewers will evaluate a faculty member's work based on the outcomes of that work as evidenced by products, artifacts, or creative works appropriate to the faculty member's discipline, craft, or professional field. The candidate must demonstrate through the file that his or her activities meet the criteria for progression towards, periodic review of, or promotion to, the appropriate rank. The candidate should document the scope of the activity, the purpose and expected outcome, the level of responsibility, the time frame, and the budget as appropriate.

The nature of academic research and creative activities and the standards for evaluating their quality must combine the traditions, interests, and mission of specific disciplines with more general concerns of the University as a whole. It is important that the activities for different disciplines be defined and

evaluated in a manner that faculty members, within and outside of the discipline, perceive as generally fair and reasonable. Faculty members within the discipline should understand which activities are appropriate for meeting contractual obligations and advancement toward tenure and promotion, and they should know the general way in which the quality of these activities will be judged. Unless explicit statements governing the nature of academic research and creative activities have been adopted and approved, the following criteria are provided to guide candidates and reviewers. The quality and quantity of accomplishments are expected to increase with time in rank. The intent is to aid the candidate and reviewers by indicating the degree of performance expected for a particular rank.

Assistant Professor: Responds and contributes to identified research or creative activities primarily at a local level and takes action to improve his or her professional development by:

- Conducting, facilitating and disseminating
- Contributing to academic research or creative activities
- Composing
- Refining, improving
- Reviewing
- Reporting
- Writing
- Participating in professional development

Associate Professor: Organizes, manages, and/or plays a key role in accomplishing academic research or creative activities, planning, implementing programs or projects that meet needs beyond the local level by:

- Presenting, demonstrating, delivering
- Developing, proposing
- Facilitating, supporting, collaborating
- Research
- Adapting, revising, reviewing
- Enhancement
- Editing, reviewing
- Publication
- Organizing
- Mentoring

Professor: Identifies, initiates, and plays a leadership role in developing and/or influencing academic research or creative activities at the highest levels. Provides leadership and designs effective strategies that are shared with others by:

- Leading, managing, effectively mentoring
- Initiating, developing, innovating, creating, disseminating
- Conducting research and inquiry
- Disseminating, presenting
- Community engagement
- Producing, authoring, grant writing
- Publication
- Establishing frameworks
- Planning, organizing, supervising
- Multi-disciplinary collaboration

SCHOLARSHIP IN SERVICE – PUBLIC, PROFESSIONAL, AND UNIVERSITY

Public, professional, and university service are essential to creating an environment that supports scholarly excellence, promotes community engagement, enables shared governance, and meets the internal operational needs of the University. All faculty members are expected to engage in public, professional, and university service activities. It is assumed that the level of service will vary among faculty, but each member will make a contribution in this area. Scholarship in service can generally be demonstrated through the following broad categories. However, service activities within these categories can take a number of forms beyond those listed below.

All types of academic research and creative productivity are to be valued, but some types will receive greater recognition than others depending on their scope. For example, in some disciplines the dollar value of a funded grant proposal may be a factor in the evaluation of the proposal. The quality of academic research or creative products will be given careful consideration and may result in a particular product receiving more or less recognition. All review stages are to avoid a mechanical application of the six categories listed below.

Public Service

Service to Society is contributions to the community made by a faculty member utilizing their competence and skills of their profession. Areas of service include technical assistance, evaluation, consulting, public exhibition, professional advice and support to the public; collaborating or partnering with public institutions; serving on public boards, task forces, or committees; developing and offering training or professional development workshops and other demonstrations of dissemination of professional methods or techniques.

Community Engaged Service is activities that are distinguished by their focus on collaborative, jointly developed projects. They are designed to apply concepts, processes, or techniques to community identified issues, concerns, or problems, which result in community change and development. 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, this service activity may combine or alternatively be represented as an aspect of teaching, or within research and creative activity.

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 faculty expertise and experience results in many different forms of professional service. The following distinguishing characteristics define professional 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 to the goals and mission of the department, college, campus, or university.

Service to the Discipline, Craft or Professional Field: Service to one's profession relates to activities for the faculty member's discipline. This includes writing reviews for publications in the discipline, funding

organizations, other universities or institutions; performing editorial assignments for the discipline or professional publications; participation and leadership in conferences, societies and associations related to the discipline, craft, or profession.

University Service

University service includes service to the department, college, campus, or university. It is assumed that the level of service will vary among faculty but each member will make a contribution to the shared governance system and institutional development. University service may include, but is not limited to, the activities listed below.

Governance: Fulfilling administrative or other directed responsibilities may occur at many different levels that may include:

- Department level service such as: major curriculum development and revision, program support, program development, providing training or instruction that is not part of the assigned teaching component, coordinating program advisory committees, maintaining and repairing laboratory equipment, supervising and furnishing support of laboratories, program assessment, supervising adjunct faculty or student aides.
- College level service such as: service on a college committee, leadership on a college committee, providing training or instruction that is not part of the assigned teaching component, serving on a Dean's council, providing technical assistance to other college departments, acting as a liaison to the community or industry.
- Campus level service such as: service on a campus wide committee, providing leadership on a campus wide committee, providing training or instruction that is not part of the assigned teaching component, providing technical assistance to other schools or colleges, or service to the University of Alaska Federation of Teachers or United Academics.
- University-wide level of service such as: service on a statewide committee or task force, leadership on a statewide committee or task force, providing training or instruction that is not part of the assigned teaching component, providing technical assistance to schools, colleges and campuses, or service to the University of Alaska Federation of Teachers.

Academic and Faculty Development: Includes activities such as mentoring other faculty members; participating in faculty, administrator, or staff search committees; organizing, directing and/or implementing faculty development activities; or participating in academic program development and accreditation activities.

Student Success Support: Service in student success includes, but is not limited to, sponsoring student organizations; developing outreach activities and programs that enhance the University's ability to serve the needs of a diverse or 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 Service

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, duties, and responsibilities. Compensated professional activity and consulting service are not considered to be teaching, academic research or creative activity, or as service for the purpose of faculty evaluation. In those disciplines where direct practical experience may constitute valuable professional development, faculty members may request consideration for its contribution to the development of the discipline,

craft or professional knowledge. Compensated service should be listed separately from public and professional service.

Reporting of Service Activities

Activities supporting scholarship in service should be described concisely. The listing of activities under the applicable categories must contain documentation of service. Documentation such as a description of service and the level of effort provided, letters, commendations, meeting minutes, proposals, and/or other products are appropriate. This description is not exhaustive, or a criterion, nor is it expected that faculty will accomplish all items in presenting activities. The above is illustrative and should serve as a guide for faculty and faculty evaluators.

Evaluation of Service Activities

The following information is intended as a general guide for candidates presenting their service activities and for the reviewers evaluating those activities. The quality and quantity of accomplishments are expected to increase with time in rank. The burden of evidence for demonstrating success before tenure or promotion to a higher rank rests with the candidate to present in the file. This list is not a set of criteria nor is it exhaustive or weighted.

Instructor: An instructor demonstrates service contributions and **meets contractual obligations** by:

- Engaging
- Participating
- Performing
- Executing

Assistant Professor: **Responds and contributes** to identified service needs primarily at a local level and takes action to improve his or her effectiveness by:

- Conducting and facilitating
- Contributing to development
- Refining
- Improving
- Participating in professional development
- Effective service

- Advises students and student organizations
- Serves on committees
- Participates in the planning or implementing of professionally relevant projects, programs, or curricular matter
- Contributes to the climate of growth and scholarship of the campus/college by refining and improving instructional programs
- Serves on committees within a professional or community organization

Associate Professor: **Organizes, manages, and/or plays a key role** in accomplishing tasks, planning, implementing effective strategies, programs, projects, or committee activities to meet service needs beyond the local level by:

Demonstrating
Facilitating
Adapting, revising, reviewing
Organizing
Delivering
Mentoring
Collaborating

- Chairs or provides leadership on a campus/college committee
- Serves as campus/college representative to a community or regional organization
- Mentors or provides for the development of junior faculty
- Provides service that makes an impact on the missions of the department, college and campus
- Skillfully carries out administrative responsibilities
- Administers laboratories
- Supervises adjunct faculty, tutors, and student aides
- Supports professional growth within the department, college and campus
- Serves on a University committee
- Participates in professional organizations

Professor: **Identifies initiates and plays a leadership role** in developing and/or influencing solutions or policies to meet service needs at the highest levels. Provides leadership and/or designs effective strategies that are shared by:

Initiating, leading
Developing, innovating
Effectively mentoring
Planning, organizing
Establishing frameworks
Presenting
Collaborating

- Provides leadership in the undertakings of the college/campus
- Represents the college/campus at regional or national meetings
- Is recognized for administrative expertise
- Receives evaluations by peers or colleagues that indicate effective leadership
- Chairs or provides a leadership role on a University committee
- Demonstrates leadership in regional or national organizations
- Provides expertise to colleagues at the regional, state, or national level
- Chairs or coordinates a department or program

CRITERIA FOR INITIAL APPOINTMENT, TENURE AND PROMOTION

Initial Appointment

The criteria listed below are intended as the minimum for determining eligibility for initial appointment. However, it is specifically recognized that School of Allied Health or community campus programs may require faculty whose education and/or experience may be different from the stated criteria. In special cases, a 5-year degree or certified advanced professional competency may be substituted for an advanced degree. Exceptions to the discipline's terminal degree or experience qualifications for rank must be fully justified. The exception should also be presented in the file during reviews for tenure and/or promotion. The basis for exception shall be outstanding academic performance and/or outstanding professional experience.

Instructor

Evidence or promise of professional growth and development of high quality scholarship. Holds an associate degree specific to the discipline or minimum credentials appropriate to the discipline, such as professional certifications or licensure combined with other academic degrees as appropriate (see Appendix A).

and

Appointees will have competence in the profession or discipline and the ability to effectively communicate training and subject matter to others.

Assistant Professor

Achievement or definite promise of continuous professional growth and contributions of high quality scholarship. Holds the appropriate Baccalaureate or Master's degree in the discipline or field (see Appendix A).

and

Two (2) years of documented successful scholarship and/or documented professional experience beyond the apprentice level in an area directly related to the appointment is customary.

Associate Professor

Significant accomplishments of high quality scholarship and contributions to the profession, craft or academic field. Holds the appropriate Master's degree in the discipline or related field (see Appendix A) or a Bachelor's degree plus 30 credits, 15 of which are at the graduate level.

and

Five (5) years of successful performance at the Assistant Professor level and/or documented significant scholarship at the Associate Professor level is customary.

Professor

Initial appointment to the rank of Professor is an extraordinary event. Extensive accomplishments and a sustained record of excellence in scholarship. Must hold the Terminal Degree in the appropriate discipline or field (see Appendix A).

and

Five (5) years of documented successful performance at the Associate Professor level and/or documented significant scholarship at the Professor level in the field is customary. A national or

international reputation for excellence within the discipline, craft, or profession may be grounds for such an appointment.

At the time of hire, a faculty member may negotiate up to three (3) years of service from a prior institution or from a non-tenure track position at UAA to be counted toward their faculty service at the University. New faculty should be notified of this possibility by their hiring unit administrator. Any prior years of service which are subsequently granted should be documented in the faculty member's initial letter of appointment. The faculty member should present evidence of the service in the Full File for tenure and/or promotion.

Tenure and Promotion

A faculty member may submit a file and request a review for tenure in any year of service. However, he or she must be reviewed no later than the mandatory year of review. A faculty member evaluated for tenure prior to the mandatory year for review shall be evaluated on the basis of performance expectations that would exist at the time of mandatory tenure review. Initial appointments to the rank of Professor or Associate Professor may be made with or without tenure.

The primary purpose of tenure is to assure the academic community of an environment that will nurture academic freedom by providing employment security to faculty members and faculty continuity to the university. Tenure gives the full-time faculty member freedom to teach, to research, or to engage in public service, but it does not release him or her from the responsibility to maintain high quality and significance of scholarship and professional conduct.

It is the faculty member's responsibility to establish a case that supports the awarding of tenure and/or promotion. Therefore, a candidate must provide sufficient evidence to demonstrate that she or he has met or exceeded the criteria for the appointed rank and that scholarly accomplishments are likely to continue into the future.

Instructor

Faculty members initially appointed to a tenure-track position at the rank of Instructor must be reviewed for tenure no later than the seventh (7th) consecutive year of service. Appointments to these ranks may continue beyond the eighth (8th) year of service only with tenure.

Candidates for continuing appointment at the rank of Instructor must meet the criteria for initial appointment and show evidence of, or promise for, sustained professional growth and development of high quality and significant scholarship.

Assistant Professor

Faculty members initially appointed to a tenure-track position at the rank of Assistant Professor must be reviewed for tenure no later than the seventh (7th) consecutive year of service. Appointments to these ranks may continue beyond the eighth (8th) year of service only with tenure.

Candidates for promotion to Assistant Professor must meet the criteria for initial appointment to Assistant Professor. Candidates must show clear and convincing evidence of continuous professional growth in producing high quality and significant scholarship within and among the components and responsibilities of their faculty workload.

This includes:

- A sustained record of effectiveness in teaching.
- Contributions of quality and significance to the unit, institution, and profession.
- Evidence of promise of continued contribution to these components in support of the mission of the unit, college, and university.

Associate Professor

Faculty members initially appointed to a tenure-track position at the rank of Associate Professor must be reviewed for tenure no later than the fourth (4th) consecutive year of service. Appointments to these ranks may continue beyond the fifth (5th) year of service only with tenure.

Non-tenured faculty undergoing review for promotion to Associate Professor must also be reviewed for tenure. Promotion to Associate Professor cannot be made without prior or simultaneous award of tenure. Candidates for promotion to Associate Professor must meet the criteria for initial appointment to Associate Professor. Candidates must demonstrate clear and convincing evidence of professional effectiveness.

This includes:

- A sustained record of effectiveness of scholarship in teaching.
- High quality and significant contributions to the profession, craft, or academic field.
- High quality contributions to the unit, college, university, and profession through service.
- A strong record of professional growth with promise for continuing accomplishments.
- Demonstration of marked strength in an area of responsibility that advances the mission or reputation of the unit, college, or university.

Professor

Faculty members initially appointed to the rank of Professor without tenure shall be reviewed for tenure no later than the second (2nd) consecutive year of service. Appointment to Professor may continue beyond the third (3rd) year only with tenure.

Candidates for promotion to Professor must meet the criteria for initial appointment to Professor and must have been previously awarded tenure, or must simultaneously stand for tenure. Candidates must show clear and convincing evidence of professional excellence and marked strength in faculty responsibilities.

This includes:

- A sustained record of excellence in teaching.
- Contributions of high quality and significance to the profession, craft, or academic field recognized by peers or constituencies outside the institution.
- Demonstrated record of effective leadership in unit, college, or university affairs and professional service activities.
- Demonstrated record of effective leadership in University affairs and in a range of professional service activities.
- Record of sustained professional growth and promise for continuing high quality and significant scholarship.
- Demonstration of marked strength in one area of faculty responsibilities. The area of strength is one that draws on her or his unique talents to significantly advance the mission or reputation of the unit, college, and university.

Emeritus

Appointment as Professor Emeritus or Emerita is an honor conferred upon a retiree in recognition of a sustained record of outstanding accomplishments that have contributed to the mission, reputation, and quality of the University. Candidates for Emeritus appointment must be full-time faculty members who have attained the rank of Professor and who have retired after a minimum of 10 years at the University of Alaska immediately prior to retirement. In exceptional circumstances, other faculty members who have achieved the highest academic rank available to them based on their professional, craft, or academic credentials and position may also be nominated. Following the consideration and recommendation of the faculty review process, the Chancellor will make the final appointment.

Distinguished Professor

The tenured appointment of Distinguished Teaching Professor, Distinguished Research Professor, Distinguished Service Professor, or University Professor may be given by the Board of Regents on recommendation of unit members and concurrence of the Chancellor and the President. The title of Distinguished Professor or University Professor is considered to be a rare and special achievement. Candidates to be considered for the award of the title must be nominated by their department. Following the consideration of the recommendation by the faculty review process, the Chancellor will make the final recommendation to the Board of Regents.

Tenure and Promotion Review for Joint Appointments

A joint appointment is an appointment in which 50% effort is assigned to each of two promotion and tenure granting academic units. Faculty members with this appointment are advised to follow the procedures outlined in the UAA University-wide Faculty Evaluation Guidelines.

Denial of Tenure

Faculty who are not awarded tenure by the end of their mandatory year of review shall be offered a terminal appointment for one additional year of service. If a faculty member chooses to stand for tenure prior to the mandatory year and the Chancellor's decision is to deny tenure, the faculty member may continue as a tenure-track faculty member, but may not stand again for tenure prior to the mandatory year.

The candidate will have the right of grievance or complaint. See the procedures outlined in the UAA University-wide Faculty Evaluation Guidelines and the process recommended by the appropriate collective bargaining agreement.

FULL AND ABBREVIATED FILE PREPARATION

Each faculty member requesting or required to be reviewed shall submit a file (full or abbreviated) to SAH in accordance with current policies and Union collective bargaining agreement in force at that time. The file is the sole evaluative tool for the review process. Therefore, the candidate is reminded that reviewers are evaluating only the file.

Candidates need to provide accurate, thorough, and clear documentation of achievements for review at the college and university levels. Reviewers will evaluate only the material in the file. Missing, incomplete, or poorly organized files will not receive a favorable evaluation. Reviewers at any level of the review process may verify evidence in the file. If the reviewers find a discrepancy in the file, it will be documented in the recommendation. During the faculty response period the candidate may submit a written response to provide clarification. The candidate should expend sufficient effort to organize the file in a manner that makes it easy for the reviewers to find material that supports the candidate's scholarship and illustrates to the reviewers the conclusion sought by the candidate.

There are several sources of information with which the candidate should be familiar when preparing a file. They are:

- Board of Regents Policy
- University of Alaska Anchorage Faculty Evaluation Guidelines
- College of Health Faculty Evaluation Guidelines
- School Guidelines (as appropriate)
- Collective Bargaining Agreement from the appropriate union

Candidates are strongly encouraged to obtain the most current copies of the above documents and utilize the information when preparing their files.

State clearly, at the beginning, the intent of the file, i.e., "This file is submitted for consideration for promotion to Associate Professor, within the College of Health." The discussion should lead the reviewers to the candidate's desired conclusion. The file should be a coherent narrative of how the candidate meets the requirements of the review. The file should be easy to read and present a picture to the reviewers of the candidate's performance. Good organization and mechanics allow reviewers to recognize a candidate's accomplishments. Please note that a candidate may be performing at the level appropriate for the review but if the file is poorly organized and difficult to follow, the reviewers will not be able to evaluate that performance.

Provide documentation of all the items required. If a required item is not in the file, an explanation of why it is not present is needed. Additionally, an explanation of what was done to obtain the missing item and alternate documentation needs to be included. If an activity is described as an indication of performance for the review, it must have accompanying documentation. Without documentation the reviewers cannot evaluate the activity.

Candidates are encouraged to submit files in digital or electronic format.

Full File

Faculty members shall prepare a complete Full File for their comprehensive fourth-year, tenure, promotion, or comprehensive sixth-year post-tenure reviews. A Full File showcases a faculty member's scholarly achievements and provides evidence or documentation of accomplishments in the areas of teaching, research or creative activity, and service.

The Full File has three sections and shall include, but is not limited to:

1. A Table of Contents for the file sections and all supporting documentation in each section.
 - a. A letter or note, providing the intent or context of the file presented, is recommended.
 - b. Tabs with typed labels are helpful in quickly locating required information.
2. Section I: Introductory materials, including:
 - a. Initial Letter of Appointment, if necessary for documenting prior years of service.
 - b. Curriculum Vitae.
 - c. Verification of certificates, licenses, and degrees (not required for post-tenure review).
 - d. Annual Workload for the period under review, signed by the candidate and appropriate designated administrators. Include only the most current workload for each year in review.
 - e. Annual Activity Reports for the period under review, signed by the candidate and appropriate designated administrators. At minimum this document must fulfill the workload agreement.
 - f. Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review, when applicable.
 - g. Copies of findings and recommendations from the most recent annual progression towards tenure, comprehensive fourth year, tenure, promotion, or post-tenure review(s), whichever is applicable (not required for post-tenure review).
 - h. Letters of recommendation from both internal (UAA) and external peers when seeking tenure or promotion.
3. Section II: Self Evaluation:
4. Section III: File evidence that describes and documents high quality and significant scholarly achievements in each of the relevant areas of responsibility in teaching, research or creative activity, and service.
 - a. Within the teaching section of the file, candidates are required to include:
 - i. All student evaluations from the previous six years (or for all years of service if candidate has been in faculty rank fewer than 6 years). Missing evaluations must be explained. Unusual evaluations may be explained. Student comments are not required, but may be included.
 - ii. A selected example of syllabi from each of the courses he or she has taught. In the case of faculty members who have taught more than eight (8) different and separate courses during the review period, selected representational examples should be included to reflect the scope of content and/or disciplinary areas.

- b. Documentation should be limited to the period under review which includes the years since the candidate was hired in a tenure-track position at UAA, or since the last comprehensive fourth year, tenure, promotion, or comprehensive post-tenure review.
 - i. Service documented should match the workload agreement. Letters of appointment are not proof of service. Certificates of appreciation, letters of commendation, final products/reports, etc. are acceptable.
 - ii. Documentation of research/creative activity.
 - iii. Other supporting documents or samples.
- c. If the candidate was hired with any number of years credited towards tenure or promotion, documentation should be included from these years as well, as well as the appointment letter stating that credit was given.

Abbreviated File

Faculty members shall prepare an Abbreviated File for their annual progression towards tenure or post-tenure reviews.

The Abbreviated File shall contain:

1. A curriculum vitae.
2. A self-evaluation.
3. The Annual Workload Agreement(s), with required signatures, for the review period.
4. The Annual Activity Report(s), with required signatures, for the review period.
5. Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review, when applicable.
6. Selected optional documentation to support the self-evaluation.

Candidates may wish to review the University-wide Faculty Evaluation Guidelines to familiarize themselves with the descriptions of the file elements. It is also highly recommended that candidates attend a training session on how to document their scholarly work or to get updates on any changes to the faculty evaluation policies and procedures.

COLLEGE OF HEALTH PEER REVIEW COMMITTEE

Peer review of The School of Allied Health faculty files will be completed by the College of Health (COH) Peer Review Committee. All persons serving as reviewers, including faculty members, department chairs, and administrators, are expected to conduct themselves according to the ethical standards and guidelines of the University. As faculty evaluation is a key facet in personnel decision-making, the process must be conducted with due diligence to maintain the confidentiality of the candidate and the committees' deliberations.

Reviewers may not move, remove, or copy any portion of the Evaluation Review File (ERF), including all material submitted by the candidate in the Full or Abbreviated File.

Reviewers must disclose to the committee any potential for conflict of interest in a particular case. Committee members must use due diligence in considering whether recusal is warranted. Conflict of interest disclosures and committee decisions regarding recusal must be included in the committee report of findings and recommendations. The candidate will be informed of the members of their review committees in a timely fashion and may request recusal of a member of a review committee based on possible bias or personal interest in a timely fashion. In the case of a disagreement about the possible recusal of review committee member, the Provost or designee will make a determination based on the evidence of bias or personal interest presented by the committee member and candidate.

Reviewer Training

All persons serving as reviewers, including faculty members, division director, department chairs, and unit administrators, shall attend a training session prior to the first time they serve on any faculty evaluation committee or review faculty files, or if four years or more have passed since the last time they attended training. All reviewers must also attend a training session if there have been substantive changes in policy since their last training. The purpose of the training is to ensure consistent, rigorous, and fair application of unit and University faculty evaluation guidelines across the University, with emphasis on how candidates document their scholarship, and how reviewers evaluate the diverse kinds of evidence of scholarly work being presented. The training shall be conducted each fall, and will be coordinated by Academic Affairs and the Faculty Senate, and will include representatives from United Academics and UA Federation of Teachers.

APPENDIX A

TERMINAL DEGREES

The following list constitutes those degrees appropriate for specific disciplines within the School of Allied Health. Where the degree is not specified, the program, division, and college will collaboratively determine the acceptability of the degree at the time of recruitment.

The terminal degree listed, by discipline, is the professional qualification that a faculty member should possess to be considered for promotion to Professor. It is recognized that some crafts, trades, or technologies may not have specific terminal degrees as in traditional disciplines. The importance of related terminal degrees and specific field-related credentials is also recognized to meet the professional qualifications for promotion. Deviations from the listed degrees must be justified for the promotion review.

Dental Assisting: Master's in Education or health-related field

Dental Hygiene: Master's in Dental Hygiene, Education, Biological Science or related field

Diagnostic Medical Imaging: Master's in Education, Medical Imaging Science or related field

Fire and Emergency Services: Master's in Education, Fire, Emergency Services or related field

Medical Assisting: Master's in Education or related field

Medical Laboratory Science: Master's in Medical Laboratory Science or related field

Pharmacy Technology: Master's in Education or related field

Physical Therapist Assistant: Master's in Education or related field

Radiologic Technology: Master's in Education, Medical Imaging Sciences or related field