

UNIVERSITY OF ALASKA ANCHORAGE

The School of Allied Health

FACULTY EVALUATION GUIDELINES

This document is to be used with the United Academic Collective Bargaining Agreement, University of Alaska Board of Regents Policy and the University of Alaska Anchorage Faculty Evaluation Policies and Procedures, , and faculty evaluation policies and procedures that relate to faculty appointment, review, promotion, and tenure. If there is a conflict between the School of Allied Health Faculty evaluation policies and procedures and the policies, the policies will prevail.

Approved by the School of Allied Health faculty on 26 March, 2018
Approved by COH Associate Dean Andre Rosay on 26 March 2018
Approved by Interim Provost John Stalvey on July 31, 2018

School of Allied Health Faculty Evaluation Policies and Procedures

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. Faculty within the School of Allied Health (SOAH) prepared this document. These new guidelines are designed to provide working definitions, as well as elaboration and clarity, to the UAA Faculty Evaluation Policies and Procedures (the FEPPs) dated July 12, 2016, relative to programs within SOAH. This document does not supersede current UAA Policy or Board of Regents Policies and is intended to be consistent with those policies.

Contents

Approval and Title Page_____	1
Task Force on Faculty evaluation policies and procedures_____	2
Contents_____	3
Introduction_____	5
Terminal Degree_____	5
Professional Development_____	6
Evaluation of Teaching Activities_____	6
Instructor_____	6
Assistant Professor_____	6
Associate Professor_____	7
Professor_____	7
Evaluation of Academic Research and Creative Activity_____	8
Assistant Professor_____	9
Associate Professor_____	9
Professor_____	9
Reporting of Service Activities_____	10
Evaluation of Service Activities_____	10
Instructor_____	10
Assistant Professor_____	10
Associate Professor_____	11
Professor_____	11
Criteria for Initial Appointment, Tenure and Promotion_____	12
Initial Appointment_____	12
Instructor_____	12
Assistant Professor_____	12
Associate Professor_____	13

Professor_____	13
Faculty evaluation policies and procedures_____	13
Appendix A: Terminal Degrees_____	14

SCHOOL OF ALLIED HEALTH
FACULTY EVALUATION POLICIES AND PROCEDURES

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

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.

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 identify 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, and 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
- Collaborating
- Revising
- Reviewing
- Organizing
- Delivering
- Mentoring
- 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
- Developing
- Identifying
- Effectively mentoring

- Leading
- Innovating
- Planning
- Organizing
- Presenting
- Establishing frameworks
- 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.

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 identify 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

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 identify 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.

Faculty evaluation policies and procedures

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

- The United Academics Collective Bargaining Agreement
- Board of Regents Policy
- University of Alaska Anchorage Faculty evaluation policies and procedures
- School Guidelines (as appropriate)

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.

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

Fire and Emergency Services Technology: 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

Surgical Technology: Master's Degree in Surgical Technology or related field

Dietetics and Nutrition: Master's Degree in Dietetics and Nutrition or related field

