# COLLEGE OF HEALTH – SCHOOL OF NURSING

## Introduction

This document defines the policies and procedures for faculty evaluation in the School of Nursing (SON), College of Health, University of Alaska Anchorage.  The requirements and timetables for implementation of the evaluation process are dictated by negotiated contracts with the relevant bargaining unit (UAFT for faculty with a primary teaching assignment in the Associate of Applied Science (AAS) in Nursing;  UNAC for faculty with a primary teaching assignment in the baccalaureate and graduate programs in Nursing Science).  The faculty reviews are to be conducted in accord with relevant Regents' Policies and UAA Policies and Procedures.

Materials contained in this document conform to the University of Alaska School of Nursing College of Health Faculty Handbook.  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

Faculty in the SON are represented by both United Academics (UNAC) and University of Alaska  Federation of Teachers (UAFT).  Faculty teaching upper division courses in the Masters and Baccalaureate programs are members of United Academics.  Faculty teaching only lower division courses in the Associate program are members of UAFT. All SON faculty members are licensed as Registered Nurses.

## Faculty Workloads

Full-time faculty members assigned to the AAS Program (bipartite work assignment) have two components to their workload: teaching and service.  Eighty percent (80%) of their time is allocated to teaching and twenty percent (20%) to service.   Full-time tenure -track faculty in the baccalaureate and graduate nursing programs (bipartite or tripartite work assignment) have three components to their workload: teaching, service, and research. Sixty percent (60%) allocated to teaching, twenty percent (20%) to service and twenty percent (20%) to research. Adjunct faculty member are employed to teach specific courses for a specified number of credits.

Faculty members receive their workload assignments for the term of their teaching contract from the SON Associate Director and/or Director and Dean of the College in a manner consistent with their bargaining unit contract.

## Faculty Roles and Responsibilities

Priorities of the SON faculty are to build a college of excellence in teaching and learning and to become a leader in undergraduate and graduate education.  As such, SON faculty is~~ ~~are committed and accountable to professional values, ethics, and standards as established by regulatory bodies.

## Preparation of File

It is the responsibility of the candidate to submit a complete and well-organized file for review. The purpose of the file is to present the faculty member's case for the personnel decision under consideration: annual progression towards tenure, comprehensive 4th year review, tenure, promotion, or periodic review. In addition, the file should demonstrate that the candidate is performing and contributing in a manner consistent with the expectation of his/her 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). Additional types of review include 3rd year post-tenure review, comprehensive 6th year post-tenure review, Distinguished Professor Review, and Professor Emeritus Review. Depending on the type of review, the file will also be reviewed by:

- Division and/or Department Chair (UAFT only),
- College/Department Peer Review committee
- Dean
- University-wide Faculty Evaluation Committee
- Provost
- Chancellor

The preparation of the file is a time-consuming, ongoing task and the faculty member should plan to spend 40-100 hours over the course of the year creating the file. Faculty need to use judgment in deciding which materials to include in the file, resisting the temptation to add bulk. In general, candidates should select *exemplar* products of their work, including demonstration of evidence of growth over time. This includes items that may not demonstrate superior work but which help to demonstrate change or responsiveness to feedback. Additional items that support faculty's claims of achievement and contribution are encouraged to be included. This is most likely to be helpful in the "full files" submitted for tenure and promotion, although faculty should always be mindful of providing sufficient information for the reviewer for any type of review scheduled. As stated in the 2012 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 and promotion" (p. 22).

Reviewers are dependent upon materials submitted for reaching conclusions about progression towards tenure, promotion, or periodic review. Reviewers do not solicit additional information and ought not to draw on their independent knowledge of a candidate's work. Additional materials may not be added to the file once submitted unless specifically addressed in the original file; for example, a candidate who just completed a PhD but whose transcript has not yet been received may provide a placeholder for the verification of the degree.

The self-evaluation narrative is a crucial component of the file, telling the story of the candidate's efforts and achievements and why they are important within the context of the candidate's scholarly identity, as well as the University's and the School's missions.

**Review Cycles**

**Abbreviated files** are submitted by tenure-track faculty annually and by tenured faculty undergoing 3rd (UAFT only) and 6th year Post-Tenure Reviews. They must include current curriculum vitae, a self-evaluation, and annual activity reports for the review period.

- <u>Pre-tenured annual files</u> cover only the most recent year. They are reviewed by the the Dean of the College or appropriate delegate.
- <u>3rd year Post-Tenure</u> files cover all three years since the most recent review and are reviewed by the Director of the School and the Dean of the College (UAFT only).
- <u>6th year Post-Tenure</u> files cover all six years since the last *peer review* cycle. They are reviewed by the College Peer Review Committee, the Dean of the College. If the overall evaluation at these levels is satisfactory, the review proceeds no further and is complete. An unsatisfactory review will proceed to the University-wide Faculty Evaluation Committee, and the Provost (with Chancellor review upon request of the candidate). **Note**: the 6th year Post-Tenure reviews cover the period already covered in the last 3rd year Post-tenure review, as well as the following three years.

**Full files** are submitted by non-tenured faculty undergoing 4th year Comprehensive Review and by all candidates undergoing review for tenure and promotion. 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 (4th year Comprehensive Review proceed to the Chancellor only upon written request of the faculty member). Full files must include all of the following required file elements. On occasion, new faculty are hired with some number of years at a previous institution credited toward their promotion and tenure at UAA. These faculty members must also include their initial Letter of Appointment documenting this credited time, and their faculty file should also demonstrate accomplishments from those years.

**Required full file elements**

It is recommended that the faculty member use a binder that secures contents. The different sections of the file should be organized with tab separators to allow reviewers to quickly find information. The faculty member should keep a copy of the complete file. Faculty members are expected to adhere to the guidelines established in the Faculty Evaluation Guidelines (FEGs). Faculty should also include their curriculum vitae in the file.

- Curriculum vitae
  - The vita is a critical document, providing information on the faculty member's education, professional development, creative accomplishments and other areas of professional activity.
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- Supporting Correspondence
  - Tenure and promotion decisions require letters of recommendation from external (non-UAA) reviewers for members of United Academics.. They should be

individuals who are qualified to comment on the candidate's achievements in his/her field. The Dean will request in writing, letters of reference from each. The letters will be sent to the Dean's office and will be added to the candidate's file.
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- Verification of Appropriate Degrees
  - o Only one degree (the one most relevant to the faculty member's current position) needs verification. Faculty may obtain a letter from OAA verifying the appropriate terminal degree.
  - o Either a letter from the awarding institution or a certified transcript is necessary to comply with the Regents' policy on degree verification. A copy of a diploma is *not* sufficient.

**Timing of Reviews for Promotion & Tenure**

As detailed in the 2012 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. 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 (UAA FEGs, p. 23). Although the review for promotion and tenure might happen simultaneously, the awarding of tenure and promotion in rank are two separate actions.

There is no minimum length of time in rank required before undergoing review for promotion. All promotion files should cover the entire period the candidate has held the current rank, even when the candidate has undergone one or more 6th year post-tenure reviews. Faculty members may submit promotion files when they feel ready, with the understanding that the expectation 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 who are part of the UNAC bargaining unit 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 this rank.

The candidate has the responsibility to notify the Dean of his/her intent to stand for tenure and promotion. Prior to the 2014-2015 academic year, the candidate may use either the unit faculty evaluation criteria in effect during the candidate's first academic year of service or the unit faculty evaluation criteria in effect the year the candidate requests consideration. After the 2014-2015 academic year, candidates will be required to use the current, published FEGs. If a candidate request or is required to undergo simultaneous consideration for tenure and promotion, the candidate must select a single set of criteria. The candidate must also notify the Dean of his/her decision regarding the selection of evaluation criteria.

## The Teaching and Learning Component of the Workload

Definition of Teaching

Teaching is to impart knowledge and skill to another person through instruction, example or experience. This is evident in the School of Nursing in many ways. When alternative efforts, such as development of simulations, are needed in teaching and learning activities, workloads are adjusted to reflect this increase in faculty's work hours. Other types of teaching listed as "informal" on Activity Reports but consistent with several categories as listed in Article 12.1.3a of the Collective Bargaining Agreement between the University of Alaska and United Academics-AAUP/AFT (January 2011 – December 31, 2013) are also valued:  building and developing curriculum and learning resources, mentoring students, advancing teaching excellence, and advancing student excellence.

Some of the informal teaching activities may overlap with Service or Research, such as when faculty are engaged in the Scholarship of Teaching and Learning, serving as  formal teaching mentors to new faculty, or serving as program chairs. Curriculum and accreditation work is in accomplished in School committee assignments.

The teaching activities and outcomes listed below fall into four academic ranks, but these guidelines should not be construed as rigid requirements.

<u>Instructor</u> – Implements teaching assignments in keeping with the academic standard defined by the department and the University, which may be evidenced by:

- Application of teaching / learning principles
- Demonstrates current and accurate knowledge
- Maintains established office hours
- Maintains effective working relationships with agencies and their staff
- Implements learning experiences based on curriculum framework, course objectives and comprehension of teaching/ learning process.

<u>Assistant Professor</u> – Participates in the development, delivery, and evaluation of teaching, which may be evidenced by the following:

- Develops effective teaching methods
- Documented contributions to course and curriculum development
- Serves on thesis committees
- Participates in course evaluation and/or revision
- Applies and shares nursing knowledge and clinical practice expertise in class and clinical teaching
- Promotes innovation in clinical and class teaching through clinical expertise
- Provides connections with clinical sites that foster closer communication and working relationships between nursing faculty and clinical sites.

<u>Associate Professor</u> – Provides leadership and guidance regarding curriculum issues and in the development, delivery and evaluation of academic courses, which may be evidenced by:

- Serves a member or chair of thesis committees

- Serves as a resource to other faculty
- Demonstrates leadership in course and curriculum development activities
- Has earned a local/state reputation for innovative teaching in the area of clinical expertise
- Oversees and fosters connections for service and clinical activities of students and other faculty in the clinical setting.

Professor – Provides leadership and consultation in matters relating to nursing and health science education and curriculum within the University and outside the institution, which may be evidenced by:

- Requested by agencies and individuals outside the college as a visiting lectures or as a consultant in curriculum/program development
- Functions as an evaluator of other teaching agencies.
- Serves as a consultant in areas such as content, curriculum development, clinical practice, program planning and evaluation.
- Recognition and honors for teaching excellence.
- Develops innovative teaching/media/testing materials.
- Contributes nationally to the body of knowledge related to the clinical specialty.
- Exemplary role in recognizing the need for and developing new connections with community clinical settings.

If candidates think other activities demonstrate accomplishment of activities and evidence demonstrates teaching effectiveness commensurate with rank and the distribution of workload components, it is their responsibility to provide justification for inclusion of the activity and/or evidence.

Evidence Submitted by the Faculty Member

Faculty should review and reflect on methods of teaching in assigned courses. Over time, faculty should be able to demonstrate teaching activities that contribute to student learning. New faculty will likely focus on the content in individual courses that they are teaching, rather than on program-wide curriculum efforts. Over time, faculty should be able to contribute to the School curriculum programs overall. It is essential that teaching be effective. A period of growth and development as a new faculty member is expected in learning a new role. More experienced faculty may be new to particular pedagogies such as service-learning, educational technologies, or content areas, but are generally expected to be a resource for newer faculty. Experienced faculty members should address new course development, revision, and incorporate the use of innovative educational strategies. Regardless of time in rank, all faculty should demonstrate growth over time. The self-evaluation should tell this story of professional growth. It should examine teaching quality, demonstrate professional development, and demonstrate contributions to student learning. The School of Nursing accreditation body, the Accreditation Commission for Education in Nursing (ACEN), requires nursing graduates to be able to demonstrate role-

specific professional competencies upon completion of the program. Faculty should be continually monitoring the effectiveness of their teaching efforts.

## Service

The School of Nursing recognizes that the service commitment of the faculty is integral to achieving its mission. It is through their service to the public, the profession, and the University that the faculty promote better health, advance the profession, and foster shared governance.

Service, as a facet of the faculty role, encompasses varied leadership roles, activities, and services that may operate on many different levels within the public, professional, and University domains. Public service includes direct (provision of services) or indirect (e.g., health policy activities) services and activities. Professional service involves participation in and the use of faculty expertise in professionally-related organizations. University service encompasses committee membership and leadership roles undertaken to facilitate organizational work.

Faculty are expected to demonstrate their service commitment by engaging in public, professional, and University service that increases in depth and breadth as faculty progress through the academic ranks. The School of Nursing criteria for promotion and tenure is designed to reflect these expectations. The lists of service examples are not exhaustive; rather they are intended to provide broad guidelines for evaluating a faculty members' contribution. Faculty are not expected to demonstrate all accomplishments that appear on lists of service examples. However, it is the responsibility of the faculty member to provide sufficient evidence that warrants career progression and supports his or her application for tenure and promotion.

Instructor

Demonstrates participation in profession organizations and School-wide committees, which may be evidenced by:

- Contributes to department committees, special task forces and/or groups in the School
- Attends faculty meetings.
- Participates in professional organizations
- Maintains clinical expertise in area of teaching

Assistant Professor

Demonstrates participation in planning and implementing professionally-related or academic programs, projects and committee activities, which may be evidenced by:
- Serves on School committees
- Advises student organizations.
- School representative to a University committee
- Gives presentations to community groups.
- Develops instructional programs for community groups.
- Serves as a consultant to colleagues at a local level in areas of expertise
- Earns commendation for service contributions from recognized source external to the University.
- Participates on committees within a professional or community organization.

- Contributes locally to the body of clinical nursing practice.
- Maintains national certification, advanced practice authorization or other credentials in specialty area.
- Is recognized locally as an expert in a field of study.

Associate Professor

Demonstrates leadership in professionally-related service or academic programs within the University and the larger community ~~which may~~ which may be evidenced by:
- Chairs or provides leadership on a major department/School committee.
- Develops policy for the School.
- Serves as School representative to a state/regional organization.
- Provides leadership or representation on a major University committee
- Serves as a consultant to colleagues in area of expertise, at state level.
- Provides leadership in professional organizations.
- Contributes and is consulted locally/statewide regarding the body of
- clinical nursing practice
- Participates/leads in peer review of clinical practice standards or protocol development
- Participates/leads in peer review of clinical practice standards or protocol development.

Professor

Demonstrates leadership and influence in developing major directions and policies related to professional and academic organizations at the state, regional and national level, which may be evidenced by:
- Provides leadership in the academic undertakings of the School.
- Represents the School at regional and national meetings.
- Evaluations indicate effective leadership qualities.
- Chairs a University committee.
- Chairs and/or serves on special review groups, task forces, and policy making bodies.
- Provides leadership in regional and national organizations.
- Serves as a consultant to colleagues in area of expertise at regional and/or national level.
- Contributes significantly to a major policy-making body of a service oriented community organization.
- Contributes nationally/internationally to the body of teaching practice in the area of clinical expertise.
- Is recognized nationally/internationally as an expert.
- Provides leadership on national clinical specialty committees.

- Provides leadership in the clinical specialty within multidisciplinary committees.
- Is recognized as an expert and consultant nationally/internationally in the area of the clinical specialty.

## Academic Research and Creative Expression

Nursing research provides a foundation for professional practice. It is the basis for evidence-based nursing care and the development and delivery of nursing education.

As members of the healthcare team, interdisciplinary research is highly valued. Considering that nursing research can focus on the scientific basis for care of individuals, families or populations – any aspect of care, impacting the care of single patients or large groups of patents are suitable to study. Again, any project that addresses the care of patients, families or populations should be considered for inclusion of other disciplines to better prepare students to approach clinical problems as an interdisciplinary team.

In addition to providing care, the research of educational methods is highly valued. The delivery methods are changing and faculty are encouraged to explore the effects of the evolving state of educational science. Again, projects that utilize an interdisciplinary educational team with interdisciplinary activities for students will be very useful.

All nursing faculty with a tripartite workload are expected to engage in projects related to academic research and creative expression. Faculty with a bipartite workload are not expected to conduct research, but they are supported in research, scholarly activities, and creative endeavors. Research expectations are reflected in each faculty member's workload. Terms such as discovery, integration, transformation, interpretation, engagement, and application are recognized as representing activities that could be considered in the creative activity/research component of the workload.

Evidence Submitted by the Faculty Member

Nursing faculty may use a variety of products as evidence of their research and creative activities. Expectations vary by academic rank. Increasing levels of research complexity are expected as academic rank increases. Expectations are broken down by academic rank. The list of activities is not exhaustive or all-inclusive. Faculty may use other evidence of research activity, but should be prepared to provide an explanation of how such a product demonstrates fulfillment of the expectation.

Instructor

The research component of faculty evaluation at the instructor level provides an opportunity for faculty to demonstrate how research findings are incorporated into classroom and clinical teaching. Examples include:

- Incorporation of teaching methods that reflect recent research findings
- Beginning development of a focused research effort

- Directing individual students to relevant research application

Assistant Professor

Faculty at the assistant professor rank have an identified area of research interest. They are expected to demonstrate productivity in research and/or creative activities, individually and/or in collaboration with colleagues. Examples include:

- Defined area of research (pilot project or more advanced study) in which the individual has command of literature and appropriate design and research methods.
- Reports ongoing or completed studies through presentations or poster session.
- Critiques of research projects by peers and others reflect competence.
- Implements pilot projects or more advanced studies independently or in collaboration with colleagues.
- Participates in activities to develop research competencies (e.g., coursework or as an assistant in an in an ongoing project conducted by others).
- Serves as a member of thesis committees and effectively assists with guidance of students through the thesis process.
- Positive evaluation of the quality of critical thinking, interest in inquiry and writing skills by colleagues.
- Presents clinical findings/research findings in local clinical settings.

Associate Professor

Faculty at the Associate Professor rank initiate, design, execute, and report original research independently or in collaboration with others. They provide consultative assistance related to research to faculty and/or other professionals. Their expertise is recognized within the state and region. Examples include:

- Research is published in refereed journals.
- Reports research activities at regional and national meetings through papers and poster presentations.
- Research projects or program evaluation projects are actively developed and implemented.
- Consultation on research is sought by faculty members.
- Authors a chapter for book.
- Research proposals for external support are approved and/or funded.
- Non-research manuscripts are published as monographs, book sections, or as articles.
- Reputation as an expert researcher is initiated.
- Serves as a guest editor of a journal issue.
- Serves as chair of thesis committees and successfully guides students through the research process.

<u>Professor</u>

Faculty at the rank of professor independently (or as lead investigator) initiate, design, execute, and report original research. Their expertise on research is recognized nationally. Their research consultation is solicited by individuals beyond the local area (i.e., throughout the state or region). Examples include:

- Continues demonstration of productivity through publication in refereed professional journals and presentations at national and international conferences.
- Recognized by colleagues or experts as a senior researcher in areas of expertise.
- Appointed to regional and national research review boards and committees.
- Obtains significant external funding to support research interests.
- Reputation for outstanding scholarship at local, regional and national level.
- Serves as editor or on editorial board for professional journal.
- Mentors junior faculty.
- Authors book.
- Participates in multidisciplinary committees to develop model policies for clinical practice.
- Has a documented pattern of leadership as chair and member of thesis committees, successfully guiding students through the research process.

## Criteria for Tenure

Candidates for tenure who are at the level of Associate Professor will be reviewed for evidence of sustained, long-term advancement in teaching, service and research/creative activity (as appropriate) at the level of associate professor and show potential for the future.

Candidates for tenure who are at the level of Professor will be reviewed for evidence of sustained, long-term advancement in teaching, service and research/creative activity (as appropriate) at the level of Professor and show potential for the future.

## Appeal Process

The candidate will have access to all information used in the evaluation, be notified of all peer committee meetings, and be provided copies of all findings and recommendations. Candidates have the rights of grievance and complaint. They shall have the opportunity to submit a written response to the findings and recommendations at each review level for consideration at the next level of review.

A UNAC-represented faculty member may appeal the final decision of a completed review via the grievance process or complaint process set forth in applicable article of the Collective Bargaining Agreement between the UNAC and the University of Alaska.

A UAFT-represented faculty member may appeal the final decision of a completed review via the grievance procedure set forth in the applicable article of the Collective Bargaining Agreement between the UAFT and the University of Alaska.

## Mandatory Training for Reviewers

The peer review committee must conduct reviews that adhere to unit and University policies, guidelines, and criteria for evaluation of the files. All reviewers are expected adhere to ethical standards, maintain confidentiality, and must disclose potential conflicts of interest.

Persons eligible to serve as reviewers include faculty, department chairs, and unit administrators must attend a training session before they serve on any review committee.  They must also attend a training session if it has been more than 4 years since they attended training or there have been substantial changes in policy since they had training.  Training is required to ensure consistent, fair, and rigorous standards are applied to the unit and University guidelines when reviewing the diverse evidence of scholarly work presented by faculty for evaluation.  This training is conducted every fall and will be coordinated by Academic Affairs and the Faculty Senate with representatives from both United Academics and UA Federation of Teachers.