

**COUNSELING FACULTY EVALUATION PROCEDURES
FOR
RETENTION, PROMOTION, TENURE AND PERIODIC REVIEW**

1. THE COUNSELING FACULTY REVIEW PROCESS

The steps in the review process are as follows:

- Step 1 (For Advising and Counseling Center Faculty)
Elected Counseling Faculty Chair, if applicable;

(For non-Advising and Counseling Center Faculty)
Review by direct supervisor;
- Step 2 Peer Review Committee;
- Step 3 Dean of Students;
- Step 4 University-wide Faculty Evaluation Committee;
- Step 5 Vice Chancellor for Student Services;
- Step 6 Chancellor

Candidates at extended colleges are reviewed by their direct supervisor. In addition to the formal written evaluation, an oral interview occurs at this time.

1.1 Review Procedures

The review is restricted to (1) material in the candidate's file, (2) findings and recommendations by reviewers in this process, and (3) the candidate's written responses. If evidence of high relevance to the evaluation decision becomes available to a reviewer during the review process, it will be considered only if the reviewing agency documents it in the candidate's file. The candidate will be notified and given an opportunity to make a written response, which will be added to the file.

The Candidate's file is considered closed as of the date of submission and no material may be added to the body of the file. While additional materials are discouraged, such supporting documents as necessary shall be attached to the findings and recommendations or the candidate's rebuttal and shall only be entered in front of the file in the section reserved for review and rebuttal.

Reviewers will respect the candidate's right to privacy by treating the contents of the evaluation file and the deliberations of Review Committees as privileged information to be held in confidence.

At each review stage written comments will be made by the reviewer to support the conclusions reached in the evaluation. This narrative must comment on how the individual has performed relative to the appropriate criteria for retention, promotion,

tenure, or periodic review. The comments should be explicit and specifically indicate how the faculty member does or does not measure up to the relevant criteria, and suggestions are to be given that will assist the faculty member in his or her future professional development, whenever possible. Reviewers may elect to state their concurrence with the evaluative remarks of a preceding review stage, in which case no further narrative need be presented. Candidates may make a written response to the findings of each level of review. Such written response may include documentation to support response. All such material will become part of the candidate's file.

Upon receipt of the written findings and recommendations, at each stage of the review process, the faculty member will be given five working days to respond.

Responses are always directed to the next higher level of review.

1.2 Ongoing Refinement of the Review Process

At the end of each annual review cycle, the Peer Review Committee will meet to consider ways of improving the consistency, efficiency, and fairness of the evaluation process. The Committee may prepare written comments on these matters for the benefit of future reviewers. The Dean/Director will make these commentaries available to future reviewers.

2. PEER REVIEW COMMITTEE

The Peer Review Committee for the UAA Counseling Faculty will be composed of three elected tenured full professors from the Counseling Faculty. Upon approval of the Vice Chancellor for Student Services, tenured associate professors may be elected if there are insufficient numbers of full professors to staff the Committee.

The Peer Review Committee members shall be elected by the counseling faculty. Elections shall be held annually during fall semester. Terms will normally be for two years, except for the initial election year, when members will be arbitrarily assigned to one- and two-year terms.

The chair of the Committee is elected by the Committee.

All Committee meetings will adhere to Regents' Policy 02.06.01 through 02.06.04 governing the conduct of open meetings. Only the candidate and reviewers shall have access to information contained in the candidate's file. The candidate may request at any time that the review be conducted in executive session.

3. THE BASIS FOR FACULTY EVALUATION DECISIONS

3.1 Retention:

For all ranks, except instructor, reviewers recommend for or against retention based on the workload agreement and promotion criteria for advancement to the candidate's current rank. For the rank of instructor, the recommendation is based on workload agreement and whether the candidate demonstrates potential for success in each workload component. A

recommendation for retention does not necessarily imply satisfactory progress toward promotion and tenure, but reviewers shall comment specifically on these matters. All retention reviewers will consider the faculty member's performance from the time of initial appointment or last promotion, whichever applies.

3.2 Promotion:

Promotion recommendations for eligible faculty members will be based on criteria given in this document. The review period is the time since initial appointment or the candidate's last promotion, whichever applies.

3.3 Periodic Reviews of Tenured Faculty:

Tenured Faculty will be reviewed periodically to determine whether or not the candidate continues to meet promotion criteria for advancement to the candidate's current rank during the period since the candidate's last review. The Dean/Director shall develop and publish a schedule for periodic reviews in succeeding years that distribute them evenly over a three-year cycle.

3.4 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 faculty member freedom to teach, to research, or to engage in public service, but it does not release him or her from responsibility to maintain high standards of professional performance and conduct.

The awarding of tenure is a serious decision affecting both the individual faculty member and the university. Tenure is a privilege, not a right, and the standards demanded in achieving it are rigorous. "Adequate" or "competent" performance alone is not a sufficient basis for awarding tenure. Reviewers will consider not only the individual's continuing "successful" performance but also his or her contributions to the goals of the university as identified in its mission statement. The candidate must demonstrate past contributions and show potential for the future.

3.5 Special Provision:

For the purpose of review for tenure and promotion of former community college faculty members who were appointed to the University of Alaska under terms of Board of Regents' Policy 04.11.01, the awarding of a continuing appointment shall be deemed evidence of a "successful" year of service for those years prior to July 1, 1987. Further, the lack of documentation for job performance during those years shall not be viewed negatively in the tenure and promotion process.

4. CRITERIA FOR PROMOTION

4.1 Promotion to Assistant Professor

1. Appropriate degree: For Tripartite workload faculty, a terminal degree in the

discipline or appropriate field; for Bipartite workload faculty, a Master's degree. For either workload, the appropriate field shall be Counseling, Psychology, Social Work, Guidance and Counseling, College Student Personnel Administration, or Rehabilitation Counseling, or other counseling related field.

2. Documented evidence of potential for successful counseling/teaching and service.
3. If the applicant has a Tripartite workload, potential for successful research/creative Activity must also be demonstrated

Application of the Criteria

The key concept in the evaluation is *potential for success*, where *success* is taken to mean *resulted in a positive outcome*. The candidate must demonstrate through the promotion file that each component of his or her workload meets this requirement. If so, the recommendation shall be to promote. If the recommendation is against promotion, the reviewers shall state objectively how the candidate fails to meet this requirement.

4.2 Promotion to Associate Professor

1. Appropriate degree: For Tripartite workload faculty, a terminal degree in the discipline or appropriate field; for Bipartite workload faculty, a Master's degree. For either workload, the appropriate field shall be Counseling, Psychology, Social Work, Guidance and Counseling, College Student Personnel Administration, or Rehabilitation Counseling, or other counseling related fields.
2. Documented evidence of successful counseling/teaching and service.
3. If the candidate has a Tripartite workload, documented evidence of successful Research/creative activity must also be included.
4. Five years at the rank of Assistant Professor, of which three must be at UAA.

Application of the Criteria

The key term in the evaluation is "successful," which is taken to mean "resulted in a positive outcome." The candidate must demonstrate through the promotion file that each component of his or her workload meets this requirement. If so, the recommendation shall be to promote. If the recommendation is against promotion, the review shall state objectively how the candidate fails to meet this requirement.

4.3 Promotion to Full Professor

1. Terminal degree: Shall mean degree at the doctoral level in the discipline or Appropriate field as listed in Section 4.1.1. For Bipartite workload faculty, a Master's degree in the discipline or appropriate field shall be considered the terminal degree for former community college faculty who transferred to the University of

Alaska Anchorage under terms of the Board of Regents' Policy 04.11.01, July 1, 1987.

2. Documented evidence of exemplary counseling/teaching and service.
3. If the candidate has a Tripartite workload, documented evidence of exemplary research/creative activity should be included.
4. Five years at the rank of Associate professor, of which three must be at UAA.

Application of the Criteria

The key term in the evaluation is "exemplary," which is taken to mean "serving as a positive model for the profession." The candidate must demonstrate through the promotion file that each component of his or her workload meets this requirement. If so, the recommendation shall be to promote. If the recommendation is against promotion, the reviewers shall state objectively how the candidate fails to meet this requirement.

5. GUIDELINES FOR EVALUATING COUNSELING/TEACHING, SERVICE, AND RESEARCH/CREATIVE ACTIVITY

5.1 Review of Counseling/Teaching Activities

In evaluating counseling faculty, "teaching" is considered to encompass the basic work responsibilities of a counselor, which are providing academic advising, educational planning, personal counseling, and career counseling.

Counseling faculty fulfill the instructional mission of the university in several ways, depending on the individual's specific workload agreement. Some examples of the counseling instructional mission are:

1. Providing academic advising, educational planning, personal counseling, and career Counseling on an individual or group basis
2. Designing and teaching/facilitating non-credit workshops and seminars
3. Formal classroom teaching of credit courses
4. Developing curricula for credit and non-credit courses in counseling area
5. Serving as a liaison between students and faculty
6. Advocating policies that insure an awareness of and sensitivity to diverse needs of the UAA student population
7. Assessing students' aptitudes, interests and abilities in order to promote achievement of educational and career goals

8. Guest lecturing to classes in other university departments
9. Designing and providing orientations to promote student adjustment to academic life
10. Providing crisis intervention counseling
11. Designing and delivering counseling services to special student populations, i.e., Alaska Native, disabled, re-entry, economically disadvantaged, etc.
12. Designing and developing and/or evaluating materials to enhance the counseling process, i.e., planning sheets, decision-making grids, degree formats, etc.
13. Supervising practicum students and peer advisors

Evidence of Counseling/Teaching Effectiveness:

The faculty member's self-review should show how the evidence in the file demonstrates counseling/teaching effectiveness at a level appropriate for the relevant personnel decision: retention, tenure, promotion, or periodic review. The evidence may come from a variety of sources.

5.2 The Review of Service Activities

Each faculty member is expected to engage in service activities; it is a contractual obligation that will be examined with the same level of scrutiny and interest as teaching and creative activities.

Examples of Service:

University Service is critical to a developing institution. It is assumed that the level of service will vary among faculty, but each member will make at least a minimum contribution in this area and should work with his or her supervisor in defining the level and mix of service. Service to the University may include the following:

Such supportive activities as committee membership and committee chairperson at the departmental and college level.

Work on University-level committees such as those created by the Senate, Assembly, or Chancellor.

Professional activity and consulting service is composed of compensated professional activity or consulting by a faculty member which falls within the guidelines and standards of the University of Alaska Anchorage. Consulting service should be listed separately from professional community service as described below.

Service to one's profession relates to leadership or contributions in organized activities of the faculty member's discipline. This includes membership, leadership, and participation in professional societies, associations, conferences, and meetings.

Service to the community is by definition service which is not compensated except as part of the normal University compensation. It is composed of two types:

Professional community service is a contribution made by a faculty member which required competence and skills in his or her profession. General areas of professional service include: technical assistance, evaluation, non-research consulting, public exhibition, professional advice and support to the public, organizational leadership due specifically to one's professional skills and background, and other activities which demonstrate the professional skills and competence of the faculty member.

General community service is a faculty member's general community activities which demonstrate a personal commitment to the community. This may include activity or leadership in organized or ad hoc community service.

Evidence of Service Activity

The faculty members are expected to document their service activities by presenting information about the time, effort, and accomplishments associated with each. The faculty member's self-review should relate service activity to the requirements for the personnel decision under consideration.

5.3 The Review of Research/Creative Activity

Currently all counseling faculty have a Bipartite workload. Specific criteria for Tripartite counseling faculty will be developed by January 1, 1993.

5.3 The Evaluation File

The evaluation file for non-tenured faculty counselors subject to retention reviews and for tenured faculty counselors subject to periodic reviews must include, but is not limited to:

1. Workload agreement for the review year(s)
2. Annual activity report(s)
3. Self-review, including objectives for the current year
4. Current vita
5. For non-tenured counselors, copies of all past reviews; for tenured counselors, copy of last review (other reviews available upon request)
6. Student course evaluation summaries for the review year, if applicable and available
7. Course syllabi for the review year, if applicable and available

8. Verification of certificates, licenses, degrees and courses
9. Student evaluation summaries of Advising/Counseling for the review year (applicable to beginning 1990-91)

The evaluation file for counseling faculty who are candidates for promotion or tenure are cumulative and must, in addition, include:

1. Further documentation of research/creative activity, teaching/counseling and service corresponding to applicable workload agreements
2. Letters of recommendation from both internal (UAA) and external peers
3. Copies of all review files since initial appointment for tenure review and/or copies of all review files since previous promotion or initial appointment, whichever applies.