

Appendix A: Peer Review Criteria and Guidelines

This document is to be used in conjunction with the University of Alaska Board of Regents' Policies, the University of Alaska Anchorage Policies and Procedures relating to Appointment, Review, Promotion, Tenure, and the collective bargaining agreements. If there is a conflict between the College of Education document and the policies or the contracts, the policies and contracts will prevail.

Approved by the College of Education Tenured and Tenure-Track Faculty, February 7, 2003.

Approved by the Provost James P. Chapman October 1, 2003

PART I - PHILOSOPHY AND PURPOSE OF FACULTY REVIEW P01.00.00

Mission statements of the University of Alaska Anchorage and the College of Education focus on professional development that includes a constructive faculty review process. The purpose of the College of Education (COE) *Criteria and Guidelines* document is to ensure that peer reviews are carried out in a fair and equitable manner and that the standards/criteria are consistently and equally applied to each candidate under review. The review procedures were developed with the basic assumption that all eligible faculty will be tenured and promoted when requirements for such advancement have been satisfied.

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

PART II - THE REVIEW PROCESS P02.00.00

A. Order of the review process:

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

B. The Peer Review Committee:

The COE Peer Review Committee is charged with the responsibility of recommending appropriate modifications of the COE Peer Review Criteria and Guidelines to the dean and tenured and tenure-track faculty members of COE.

Note: the process by which the COE Peer Review Committee is selected will be developed as an addendum to this document.

PART III - GUIDELINES FOR EVALUATING TEACHING, SERVICE, RESEARCH AND CREATIVE ACTIVITY

P03.00.00

Chapter I – Introduction

P03.01.00

College of Education faculty are appointed to either tripartite or bipartite workloads. The basic role of the tripartite COE faculty is to perform instruction (teaching), service, and research/creative activity. The basic role of the bipartite faculty is to perform instruction (teaching) and service.

The burden of providing evidence that demonstrates success as a basis for awarding tenure or promotion rests with the candidate. The candidate should provide an accompanying narrative (Self Review) that discusses the scope, accountabilities, and achievements and provides reviewer's aid in evaluating the *degree of success* for each undertaking submitted for review. In arriving at judgments about the quality of the candidate's teaching, service, and research/creative activities, evaluators review evidence from varied sources supplied by the candidate's file. The most reliable and valid indicators of effectiveness may vary with the nature of the individual's assignment. The candidate is expected to present a file organized according to college and university guidelines, including documentation of teaching, service, and research. The organization of the file should contribute to easy viewing and consideration of the contents, as well as to overall readability.

Required Evidence Submitted by the Faculty Member

P03.01.01

The faculty member must submit in the file all evidence listed in current UAA policy, the applicable collective bargaining agreement, and as specified below. In selecting the evidence for her/his file, a faculty member should include only items relevant to the period under review. This evidence should be organized carefully to assist reviewers in their task.

The overall evaluation of a faculty member requires careful consideration by reviewers of the member's total effort over the evaluation period. Reviewers must be sensitive to the faculty member's contribution to the mission of UAA, the College of Education, and the goals of her or his department or discipline.

A. The following evidence is required:

1. A syllabus for each course included in formal instruction as defined below. If the course content guide has not changed substantially, the syllabus may be the most current document. Significant changes must be documented by including all representative syllabi.
2. UAA-administered student course evaluation summaries for each course for each year included in formal instruction as defined below.
3. All faculty workload forms for the period under review. These must be signed and dated by all parties specified on the form.
4. All annual activity reports for the period under review. These must be signed and dated by all parties specified on the form.
5. A Self-Review narrative, including objectives for the current year.
6. For non-tenured faculty, copies of all past reviews; for tenured faculty, a copy of the last review (other reviews being made available upon request).
7. A current vita.
8. Verification of certificates, licenses, degrees and courses.

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

1. Further documentation of research/creative activity, instruction, 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 promotions or initial appointment, whichever applies.

The candidate must demonstrate through the promotion file that each element of the workload meets the relevant specified criteria for the appropriate rank ("potential for success," "successful," or "exemplary"). Evaluation of faculty for promotion will be in accordance with Board of Regents' policy and the policies and procedures approved for each university. Following the recommendations of the faculty, the Chancellor may promote faculty for whom promotion would be consistent with institutional need and mission.

Responsibilities of Peer Review Committee Members

P03.01.02

COE Peer Review Committee Members are expected to adhere to the highest level of professional ethics and standards.

Guidelines for Determining Faculty Workloads

P03.01.03

The faculty member's workload is determined by the faculty member's Dean in consultation with the faculty member. The signed workload agreement is included in the evaluation file. The workload

agreement indicates the activities that the evaluators will examine and the weight these activities will be given in the evaluation. Faculty workload assignments at UAA may vary to reflect the conventions of the various academic units, extramural support, administrative responsibilities, and special University assignments.

The COE faculty workload may consist of three parts: teaching, research, and service. Faculty members will be responsible for 30 workload units per academic year. Workload is defined as the activities a faculty member will be required to perform to meet the requirements of a contract. The determination of the faculty member's workload is considered a substantive academic judgment.

Chapter 11 - Review of Teaching Activities

P03.02.00

Definition of Teaching

P03.02.01

Teaching, as currently defined in personnel policy, includes instruction both in and out of the classroom, on and off campus.

The components of instruction may include but are not limited to the following:

A. Formal Teaching

Formal classroom teaching includes any courses for which university credit is given, the number of student contact hours is defined, and a UAA-approved course evaluation is required. In addition to traditional courses, formal instruction as defined here may include:

1. Independent and directed study courses.
2. Supervision of student teachers, interns, or practicum students.
3. Non-traditional teaching activity such as co-teaching or serving as lead teacher for an instructional team, distance delivery, laboratory-based instruction and coordination.

B. Informal Teaching

Informal teaching activities provide significant support for students and programs and represent valuable contributions to the work of the College. These activities may be reflected in a faculty member's workload agreement as credit for teaching. Informal teaching may include, but is not limited to, the following:

1. Individualized instruction/tutoring.
2. Non-credit courses offered through the university.
3. Training, workshops or other professional development activities.
4. Student advising.
5. Program direction of graduate degree candidates and service on graduate committees
6. Supervision of individual research.
7. Program and curriculum development.
8. Course development and revision.
9. Development of distance education courses.
10. Instructional materials development, including laboratory manuals and media presentations.

11. Other teaching experiences, such as short courses or guest lectures.
12. Program direction of non-traditional credit.
13. Supervision of adjunct faculty that includes their professional development.
14. Promoting authentic research by undergraduate students.

Documentation of Teaching Activities

P03.02.02

- A. The materials assembled by the faculty member should reflect instructional activities during the appropriate evaluation period. Faculty are encouraged to provide more than the required materials.
- B. Following are examples of materials that might be included. 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. The list is illustrative and intended to serve as a guide for faculty and faculty evaluators.
 1. A list of classes taught during the review period and, if appropriate, comments on special class feature.
 2. A list of manuals or other instructional materials which the faculty member has authored or prepared.
 3. Documentation of an innovative technique or teaching method of special merit.
 4. Evaluation of teaching by colleagues.
 5. Curriculum development and program planning activities.
 6. Documentation of new course preparations.
 7. Documentation of extensive course revisions.
 8. Awards or other teaching recognitions.
 9. Program evaluation reports that speak to the faculty member's teaching.
 10. Evaluation of past students by standardized tests, by colleagues in subsequent courses, or by other data related to the period under review
 11. Awards or recognitions received by past students.
 12. Evidence demonstrating the creation of student interest and involvement.
 13. Course evaluation procedures carried out by the faculty member.
 14. 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.

Chapter III - Review of Service Activities

P03.03.00

Definition of Service

P03.03.01

Each COE faculty member is required to provide service to the university, the community, and the profession. Service is a contractual obligation and should be judged and evaluated with the same level of scrutiny and interest as teaching and research/creative activity.

In addition to service at the College and University levels, COE faculty are required by the particular demands of a professional college to be involved in community service (local, state, national, and international) in many different capacities: curriculum revision, consulting, professional development, committee membership, board membership and task forces, among others.

A. Service to the University

Service to the university will vary among faculty, but each member is expected to perform some service to the University. That service may include the following activities. The list is not exhaustive, nor is it expected that faculty will serve at all levels.

1. Program or department service in support of collaboratively established goals.
2. College service includes activities which support the College's goals such as committee memberships, committee chairpersons, program development proposal and report writing, self study reports and other accreditation matters.
3. University service includes work on University committees, such as those created by the Faculty Senate or Chancellor, leadership on University committees, or non-committee contributions.
4. Statewide University service includes committee membership and other activities for the University of Alaska system.

B. Service to the Profession

Compensated Professional Service consists of professional activity or consulting not included in her/his Workload Agreement for which a faculty member receives remuneration. Consulting service should be listed separately from uncompensated professional community service as described below. Employees must disclose to the campus ethics representative any work performed outside their university employment.

Uncompensated Professional Service consists of contributions to one's profession such as work in organized activities of the faculty member's discipline. This includes membership, leadership, and participation in professional societies, associations, conferences, meetings, and evaluations or reviews.

C. Service to the Community

Professional Community Service is the rendering of professional expertise to individuals and organizations outside the University but not including professional organizations. Community service is not limited to Anchorage. It includes individuals and organizations within the state and/or national and international communities. School districts and the Alaska Department of Education and Early Development will frequently be the recipients of community service from COE faculty. In order for community service activities to receive evaluation credit, they must be reflected on the workload agreement and be related to the faculty member's academic field or must be of such a nature as to use his/her professional knowledge or skill. The fact that a faculty member receives compensation for a service activity will not be a consideration in faculty evaluation.

Documentation of Service Activities

P03.03.02

Faculty members are required to provide service in all three areas: university, professional, and community.

In documenting service, a candidate should provide evidence of both quantity and quality. For example, serving as a committee chairperson will usually be given more credit than serving as a member of the same committee. Serving on a standing committee that meets on a regular basis is generally given more credit than serving on an ad hoc committee that meets infrequently. Serving as an officer of a national association usually is given more credit than serving as an officer of a local association. More credit is given for service which involves a unique professional contribution than for routine, repeated service. For example, more credit may be given for serving as secretary of a local professional association the first year than for serving in that same position a fifth year.

Generally, service activity should be described concisely. The faculty member will list activities under the applicable three categories. This list must contain documentation of service, a brief description of the activity, and the level of effort provided. Letters, commendations, committee correspondence, proposals and other products may also be included as appropriate documentation.

Chapter IV - Review of Research/Creative Activities

P03.04.00

Definition of Research/Creative Activities

P03.04.01

- A. COE tripartite faculty have responsibilities for research/creative activities. Due to the professional nature of the College and the nature of the needs in Alaska, those activities will frequently be applied research/creative activity in response to particular Alaska needs as well as traditional research and publication.
- B. Each tripartite College of Education faculty member is expected to be a scholar in his/her own field and to engage in research/creative activities, Research/creative activity may support teaching but may not include those activities that are normally considered part of the teaching or service workload. Faculty are expected to demonstrate a balanced record of research and creative activity, which must include published work that is nationally available and has been reviewed by one's professional peers. Unless explicit statements governing the nature of creative activities have been adopted and approved by the academic unit and the administrative process, the standards in this document will guide the review process.

C. Research/creative activities may include, but are not limited to the following:

1. PreK-12 curriculum.
2. Educational methods, materials, systems or processes.
3. Tests or other evaluation instruments.
4. Evaluation of educational programs or systems.
5. Basic research which advances general knowledge in the faculty member's academic area.
6. Applied research which has immediate practical application.
7. Technology-related materials, such as software.

Documentation of Research/Creative Activities

P03.04.02

- A. COE faculty members will include information summarizing their research/creative activity over the review period. If the activity resulted in a product, that should be indicated. Examples of documentation include title pages, tables of contents, letters of verification, conference programs, etc. If research/creative activity is underway but not completed, progress should be indicated. When the faculty member is engaged in a research/creative activity with one or more persons, the faculty member's specific contribution should be delineated.
- B. The following list is not exhaustive, nor is it expected that faculty will accomplish all items. While the College of Education does not specify a number of publications within the review period, a faculty member is expected to provide evidence that her/his research/creative activity is both ongoing and consistent with stated criteria for both quality and quantity.

The list below is not a set of criteria, nor is it weighted. However, a product that has been refereed, or otherwise evaluated for quality by the faculty member's professional peers, will be viewed more positively than a product that lacks this level of scrutiny.

- C. Although types of activities are not weighted, the candidate should document the scope of the activity, the purpose and the expected outcome, the level of responsibility, the time frame, and any budget or monies attached to it. For example, involvement in a Title III (federal) grant proposal usually reflects a different level of contribution than involvement in a University of Alaska Anchorage Research/Travel grant. This list is illustrative and intended only to serve as a guide for faculty and faculty evaluators.
1. Public speaking
 2. Oral report
 3. Paper presentation
 4. Unpublished report
 5. Grant proposal
 6. Funded project report

7. Monograph
8. Journal article
9. Book or book chapter
10. Book or materials review
11. Occasional paper
12. Position paper
13. Conference proceeding
14. Working paper
15. Newspaper article
16. Electronic media or product

PART IV - APPOINTMENT TO TENURE

P04.00.00

Chapter I - Evaluation Guidelines

P04.01.00

Evaluation for tenure is to be based on the faculty member's entire academic career since appointment to tenure-track at UAA. A faculty member may request an evaluation for award of tenure during any year of service prior to and including the mandatory year specified at the time of initial appointment to tenure track. However, a faculty member must be reviewed for tenure in accordance with University and Board of Regents policies.

Annual evaluations are part of the consideration for tenure. The faculty member's overall contribution to the University and its mission, as well as worth to the University in serving the community, is to be considered.

PART V - PROMOTION

P05.00.00

The minimum criteria for promotion are described in University of Alaska Anchorage policies.

Chapter I - Evaluation Guidelines

P05.01.00

Evaluation for promotion is based on a faculty member's academic career at UAA since the faculty member's last promotion or initial appointment if there has been no promotion. The current and all previous annual evaluations during the review period are considered.

Annual evaluations are part of the consideration for promotion. The person's overall contributions to the University and its mission, as well as worth to the University in serving the community, are to be considered.

Standards for Promotion

P05.01.01

Following are descriptions of expectations for faculty activities, which will guide the development of the candidate's professional goals. The descriptors will act as a general basis for decisions about promotion.

A. Assistant Professor

The key concept for promotion to Assistant Professor is "potential for success" where "success" means "resulted in a positive outcome." "Positive outcome" is defined as "demonstrated success in substantially meeting criteria as reflected in the file." The candidate must demonstrate through the promotion file that each workload component meets this requirement.

1. Teaching Criteria

Participates in the development, delivery, and evaluation of instructional assignments.

The following accomplishments are representative of "potential for success." The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a) Develops effective teaching methods.
- b) Receives positive student evaluations.
- c) Documents contributions to course and curriculum development.
- d) Provides instructional activities which demonstrate critical thinking and knowledge of the field.
- e) Documents positive rapport with students.
- f) Participates in course development appropriate to her/his area of expertise and to student need.
- g) Provides academic advising, educational planning, vocation/career counseling on an individual or group basis.
- h) Designs and teaches/facilitates credit/non-credit workshops, seminars, and short courses.
- i) Designs and develops and/or evaluates materials to enhance the teaching process (i.e., planning sheets, degree formats).
- j) Designs and delivers educational services to special student populations (i.e., Alaska Native, disabled, re-entry, economically disadvantaged, etc.)
- k) Receives positive peer or administrator review of course preparation and performance.
- l) Develops advising assessments, placement, development studies, etc. for incoming and continuing students.
- m) Facilitates student cooperative education, internships, externships, or practicum programs.
- n) Serves on committees (e.g., for master's degree students).

2. Service Criterion

Participates in planning and implementing professionally-related or academic programs, projects, and committee activities.

The following accomplishments are representative of "potential for success." The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a) Serves on committees.
- b) Provides service to PreK-12 schools or agencies that focus on children and youth.
- c) Advises student organizations.
- d) Participates in the planning or implementing of professionally relevant special projects, programs, or curricular matters.
- e) Contributes to the climate for growth of the University/College.
- f) Gives presentations to community groups.
- g) Develops instructional programs for a community group.
- h) Earns commendation for service contributions from recognized source external to the University.
- i) Serves on committees within a professional or community organization.
- j) Accreditation work.

3. Research/Creative Activity Criteria

Has an identified area of research/creative activity interests. Demonstrates productivity in research and/or creative activity, individually and/or in collaboration with colleagues.

The following accomplishments are representative of "potential for success." The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a) Researches in a defined area (pilot project or more advanced study); individual has command of literature and appropriate design and research methods for the area.
- b) Reports ongoing or completed studies through presentations or products.
- c) Provides critiques of research projects by peers and others that reflect competence.
- d) Implements pilot projects or more advanced studies independently or in collaboration with colleagues.

- e) Participates in activities to develop research competencies (e.g., course work or as an assistant in an ongoing project conducted by others).
- f) Seeks collegial input on the quality of her/his critical thinking, interest in inquiry, and writing.
- g) Develops proposals to seek external funds.

B. Associate Professor

The key concept for promotion to Associate Professor is "successful," which means that work "resulted in a positive outcome." The candidate must demonstrate through the promotion file that each workload component meets this requirement.

1. Teaching Criterion

Provides leadership and guidance regarding curriculum issues and in the development, delivery, and evaluation of educational activity.

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a) Colleagues recognize and seek out the expertise of this individual.
- b) Receives positive student evaluations.
- c) Serves as a resource to other faculty in advising students.
- d) Demonstrates mature levels of critical thinking, and contributes knowledge to the field.
- e) Demonstrates leadership in course and curriculum development activities.
- f) Serves as a role model in providing academic advising, educational planning, vocation/career counseling on an individual or group basis.
- g) Demonstrates leadership in designing and teaching/facilitating credit/non-credit workshops, seminars, and short courses.
- h) Demonstrates leadership in designing and developing and/or evaluating materials that enhance the teaching and learning (i.e., planning sheets, degree formats, etc.).
- i) Provides guidance and direction designing and delivering educational services to special student populations (i.e., Alaska Native, disabled, re-entry, economically disadvantaged, etc.).
- j) Initiates course development appropriate to his/her area of expertise and to student need.
- k) Provides leadership in student cooperative education, internships, externships, or practicum programs.
- l) Mentors new faculty.
- m) Provides technical assistance to other faculty, departments, schools and colleges, campuses, or the community.

2. Service Criterion

Demonstrates leadership in planning and implementing professionally related or academic programs, projects, and committee activities.

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a) Provides service to PreK-12 schools or agencies that focus on children and youth.
- b) Chairs or provides leadership on a University/College committee.
- c) Serves as University/College representative to a community or regional organization.
- d) Takes responsibility for development of junior faculty.
- e) Develops an area of service that makes a recognizable impact on one of the missions of the University/College.
- f) Carries out administrative responsibilities skillfully as documented by peers and supervisors.
- g) Administers laboratories.
- h) Supervises adjunct faculty, tutors, and student aides.
- i) Provides leadership that generates a climate conducive to professional growth within the University/College.
- j) Serves on a major University committee.
- k) Serves as a University representative to a community, regional, or state organization.
- l) Actively participates in professional organizations.

3. Research/Creative Activity Criteria

Initiates, designs, executes, and reports original research independently or in collaboration with others. Provides consultative assistance related to research to faculty and/or other professionals. Expertise is recognized within the community, region, and state.

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a) Research is published in refereed journals or professionally recognized publications.
- b) Reports research activities at regional and national meetings.
- c) Research projects or program evaluation projects are actively developed and implemented.
- d) Consultation on research is sought by faculty colleagues or others.
- e) Authors chapter for book or entire book.

- f) Proposals for external support are approved and/or funded.
- g) Non-research manuscripts are published as monographs, book sections, books, or articles.
- h) Gains reputation as an expert researcher.
- i) Serves as guest editor of a journal issue.

C. Professor

The key concept for promotion to Professor is "exemplary" performance. This means "serving as a positive model for others." Serving as a positive model for others is defined as 1) providing leadership and expertise in matters relating to education and curriculum; 2) demonstrating leadership and influence in developing directions and policies related to professional and academic organizations. The candidate must demonstrate through the promotion file that each workload component meets these requirements.

1. Teaching Criterion

The faculty member provides leadership and expertise.

The following accomplishments are representative of "exemplary" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a) Receives positive student evaluations.
- b) Requested by agencies and individuals outside the University/College as a visiting lecturer or as a consultant in curriculum/program development.
- c) Functions as an evaluator for other teaching agencies.
- d) Serves as a leader in areas such as content, curriculum development, program planning, and assessment of teaching and learning.
- e) Elective courses or course sections are well subscribed to or requested.
- f) Receives recognition and honors for teaching excellence.
- g) Teaching innovations, media, or testing materials widely used.
- h) Widely recognized for expertise in his/her discipline area.
- i) Colleagues document that their teaching has been facilitated by the candidate's role modeling or by active assistance.

2. Service Criterion

Demonstrates leadership and influence in developing directions and policies related to professional and academic organizations.

The following accomplishments are representative of "exemplary" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The burden of evidence for demonstrating success before promotion to a higher rank rests with the candidate. For example, if a candidate has served as chair of a department, mere mention of the fact (or submission of an appointment letter) does not qualify as demonstration of *exemplary* service. A narrative with discussion of the scope, accountabilities, and achievements is necessary to aid reviewers in evaluating the *degree* of success for each undertaking submitted for review. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a) Provides service to PreK-12 schools or agencies that focus on children and youth.
- b) Provide leadership in the undertakings of the University/College.
- c) Represents the University/College at regional or national meetings.
- d) Recognized for administrative expertise.
- e) Evaluations by peers and colleagues across disciplines indicate effective leadership qualities.
- f) Chairs or provides a leadership role on a major University committee.
- g) Chairs and/or serves on special review groups, task forces, and policy-making bodies.
- h) Recognized for leadership in regional and national organization(s).
- i) Serves as a consultant to colleagues in her/his area of expertise at regional, state, and/or national level.
- j) Chairs or coordinates department/program.
- k) Mentors junior faculty.

3. Research/Creative Activity Criteria

Initiates, designs, executes, and reports original research independently or in collaboration with others. Provides consultative assistance related to research to faculty and/or other professionals. Expertise is widely recognized. In keeping with the COE mission, faculty are encouraged to establish a national/international reputation built within their respective disciplines.

The following accomplishments are representative of "exemplary" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria, nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- a) Continued demonstration of productivity through publication in refereed professional journals or professionally recognized publications and/or presentations at national and international conferences.
- b) Recognized by experts as a senior researcher in his/her areas of expertise.

- c) Appointed to regional and national research review board(s) and committee(s).
- d) Obtains significant external funding to support research interests.
- e) Reputation for outstanding scholarship at local, regional, and national level.
- f) Serves as editor or on editorial board for a professional journal.
- g) Authors a book or book chapters.