SCHOOL OF NURSING
FACULTY EVALUATION PROCEDURES AND CRITERIA
FOR RETENTION, PROMOTION, TENURE, AND PERIODIC REVIEW

This document is to be used in conjunction with the UA Board of Regents' policies, University Regulation, and the UAA Policies. If there is a conflict between the policies and the School of Nursing Faculty Evaluation Procedures and Criteria for Retention, Promotion, Tenure, and Periodic Review, the policies will prevail.

Approved for Implementation August 2004

_____signature on file_____
Dr. Theodore L. Kassier, Interim Provost

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This document describes the evaluation procedures to which faculty of the School of Nursing are subject. The requirements and timetables for implementation of the evaluation process are dictated by negotiated contracts with the relevant bargaining unit (ACCFT for faculty with a primary teaching assignment in the Associate of Applied Science in Nursing and the Practical Nursing Programs; United Academics 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.

1.0   GENERAL INFORMATION

1.1   University of Alaska and University of Alaska Anchorage Policies provide a full description of the Policies and Procedure relating to Appointment, Review, Promotion, and Tenure. Those policies are currently accessible at http://www.uaa.alaska.edu/oaa/faculty.

1.2   Non-tenured faculty are reviewed annually in relation to the workload assignment by the Director of the School of Nursing. Peer review of non-tenured faculty by the CHSW College-wide Peer Review Committee may be required by the agreement with the relevant bargaining unit; when the collective bargaining unit agreement does not require annual peer review, the non-tenured faculty member may request such review.

1.3   Faculty seeking promotion and tenure must submit a file for review; the file is submitted to the Director of the School of Nursing for review and forwarded to the following additional bodies or individuals:

1.3.1   CHSW College-Wide Peer Review Committee
1.3.2   Dean, CHSW
1.3.3   University-Wide Faculty Evaluation Committee
1.3.4   Provost/Vice-Chancellor of Academic Affairs
1.3.5   Chancellor.

1.4   The content of review files is fully described in the UAA Faculty Handbook, pages III-7 to III-8. The Office of Academic Affairs conducts an annual workshop on the preparation of review files each Spring.

2.0 CRITERIA FOR PROMOTION

2.1 Promotion to Assistant Professor

2.1.1 Criteria for promotion to Assistant Professor:

    a. Appropriate degree, as described in 3.8.1 of this document;
    b. Evidence of potential for successful teaching and service;
    c. If the applicant has a Tripartite workload, potential for successful research/ creative activity; and
    d. Three years at the rank of instructor.

2.1.2 Application of the criteria:

The key concept in the evaluation is "potential for successful teaching, service, and/or research." The candidate must demonstrate through the promotion file that each component of his or her workload meets the minimal requirements for the next level. If so, the recommendation shall be to promote. If the recommendation is against promotion, the reviewer shall state objectively how the candidate fails to meet the requirements.

2.2 Promotion to Associate Professor

2.2.1 Criteria for promotion to Associate Professor:

    a. Appropriate degree, as described in 3.8.1 of this document;
    b. Evidence of successful teaching and service;
    c. If the candidate has a Tripartite workload, evidence of successful research/creative activity;
    d. Five years at the rank of Assistant Professor, of which three must be at UAA.

2.2.2 Application of the criteria

The key concept in the evaluation is "successful teaching, service, and/or research." The candidate must demonstrate through the promotion file that each component of his or her workload meets the minimal requirements for the next level. 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 the requirements.

2.3 Promotion to Professor

2.3.1 Criteria for Promotion to Professor:

   a. Appropriate degree, as described in 3.8.1 of this document;
   b. Evidence of exemplary teaching and service;
   c. If the candidate has a Tripartite workload, evidence of exemplary research/creative activity;
   d. Five years at the rank of Associate Professor, of which three must be at UAA.

2.3.2 Application of the criteria

The key concept in the evaluation is "exemplary teaching, service, and/or research." The candidate must demonstrate through the promotion file that each component of his or her workload meets the minimal requirements for the next level. If so, the recommendation shall be to promote. If the recommendation is against promotion, the reviewer shall state objectively how the candidate fails to meet this requirement.

3.0 FACULTY EVALUATION CRITERIA

The following are examples of accomplishments that would indicate attainment of each level. The list is not exhaustive, nor is it expected that faculty would accomplish all items in any given list. The lists are ~~is~~ not a set of criteria; rather they are merely illustrative and should serve as a guide for faculty and faculty evaluators.

3.1.0 Instructor

3.1.1 Teaching criterion

Implements teaching assignments in keeping with the academic standards defined by the department and the University, which may be evidenced by:

   a. Instruction demonstrates application of teaching/learning principles.
   b. Instruction demonstrates current and accurate knowledge.
   c. Student evaluations show positive ratings.
   d. Maintains established office hours.
   e. Maintains effective working relationship with agencies and their staff.
   f. Implements learning experiences based on curriculum framework, course objectives and comprehension of teaching/learning process.
   g. Provides constructive and accurate feedback to students regarding their progress.

3.1.2   Service criterion

Demonstrates participation in professional organizations and school-wide committees, which may be evidenced by:

   a. Contributes to department committees, special task forces and/or groups in the school.
   b. Attends faculty meetings.
   c. Participates in professional organizations.
   d. Maintains clinical expertise in area of teaching.

3.1.3   Research/creative activity criteria

Incorporates research findings into teaching and clinical practice and demonstrates ability for scholarship/creative activity in clinical and academic work, which may be evidenced by:

   a. Teaching methods reflect incorporation of recent research findings.
   b. Beginning evidence of a focused area for research development.
   c. Directs individual students to relevant research application.

3.2.0   Assistant Professor

3.2.1   Teaching criterion

Participates in the development, delivery, and evaluation of teaching, which may be evidenced by the following:

   a. Develops effective teaching methods.
   b. Documented contributions to course and curriculum development.
   c. Student evaluations are positive.
   d. Serves on thesis committees.
   e. Participates in course evaluation and/or revision.
   f. Applies and shares nursing knowledge and clinical practice expertise in classroom and clinical teaching.
   g. Promotes innovation in clinical and classroom teaching through clinical expertise.
   h. Provides connections with clinical sites that foster closer communication and working relationships between nursing faculty and clinical sites.

3.2.2   Service criterion

Demonstrates participation in planning and implementing professionally related or academic programs, projects and committee activities, which may be evidenced by:

a. Serves on school/department committees.
b. Advises student organizations.
c. School representative to a University committee.
d. Gives presentations to community groups.
e. Develops instructional programs for community groups.
f. Serves as a consultant to colleagues at a local level in areas of expertise.
g. Earns commendation for service contributions from recognized source external to the University.
h. Participates on committees within a professional or community organization.
i. Contributes locally to the body of clinical nursing practice.
j. Maintains national certification, advanced practice authorization or other credentials in specialty area.
k. Is recognized locally as an expert in a field of study.

3.2.3 Research/creative activity criteria

Has an identified area of research interest and demonstrates productivity in research and/or scholarly activities, individually and/or in collaboration with colleagues, which may be evidenced by:

a. Defined area of research (pilot project or more advanced study) in which individual has command of literature and appropriate design and research methods.
b. Reports ongoing or completed studies through presentations or poster session.
c. Critiques of research projects by peers and others reflects 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. Serves as a member of thesis committees and effectively assists with guidance of students through the thesis process.
g. Positive evaluation of the quality of critical thinking, interest in inquiry and writing skills by colleagues.
h. Presents clinical findings/research findings in local clinical settings.

3.3.0   Associate Professor

3.3.1   Teaching criterion

Provides leadership and guidance regarding curriculum issues and in the development, delivery and evaluation of academic courses, which may be evidenced by:

a. Student evaluations are positive.
b. Serves as member or chair of thesis committees.
c. Serves as a resource to other faculty.
d. Demonstrates leadership in course and curriculum development activities.
e. Has earned a local/state reputation for innovative teaching in the area of clinical expertise,
f. Oversees and fosters connections for service and clinical activities of students and other faculty in the clinical setting.

3.3.2   Service criterion

Demonstrates leadership in professionally related service or academic programs within the University and the larger community, which may be evidenced by:

a. Chairs or provides leadership on a major department/school committee.
b. Develop policy for the school.
c. Serves as school representative to a state/regional organization.
d. Provides leadership or representation on a major University committee.
e. Serves as a consultant to colleagues in area of expertise, at state level.
f. Provides leadership in professional organizations.
g. Contributes and is consulted locally/statewide regarding the body of clinical nursing practice; and/or
h. Participates/leads in peer review of clinical practice standards or protocol development.

3.3.3   Research/creative activity criterion

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 state and region. Achievement of the criterion may be evidenced by:

a. Research is published in refereed journals.
b. Reports research activities at regional and national meetings through papers and poster presentations.
c. Research projects or program evaluation projects are actively developed and implemented.
d. Consultation on research is sought by faculty members.

    e.   Authors chapter for book.
    f.   Research proposals for external support are approved and/or funded.
    g.   Non-research manuscripts are published as monographs, book sections, or as articles.
    h.   Reputation as an expert researcher is initiated.
    i.   Serves as a guest editor of a journal issue.
    j.   Serves as chair of thesis committees and successfully guides students through the research process.

3.4.0 Professor

3.4.1   Teaching criterion

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:

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

3.4.2   Service criterion

Demonstrates leadership and influence in developing major directions and policies related to professional and academic organizations at the state, regional and national levels, which may be evidenced by:

    a.   Provides leadership in the academic undertakings of the school.
    b.   Represents the school at regional and national meetings.
    c.   Evaluations indicate effective leadership qualities.
    d.   Chairs a University committee.
    e.   Chairs and/or serves on special review groups, task forces, and policy making bodies.
    f.   Provides leadership in regional and national organization(s).
    g.   Serves as a consultant to colleagues in area of expertise at regional and/or national level.

h. Contributes significantly to a major policy-making body of a service oriented community organization.
i. Contributes nationally/internationally to the body of teaching practice in the area of clinical expertise.
j. Is recognized nationally/internationally as an expert.
k. Provides leadership on national clinical specialty committees.
l. Provides leadership in the clinical specialty within multidisciplinary committees.
m. Is recognized as an expert and consultant nationally/internationally in the area of the clinical specialty.

3.4.3 Research/Creative Activity Criterion

Independently (or as lead investigator) initiates, designs, executes, and reports original research. Expertise on research is recognized nationally. Research consultation is solicited by individuals beyond the local area (i.e., throughout the state or region). Achievement of the criterion may be evidenced by:

a. Continues demonstration of productivity through publication in refereed professional journals and presentations at national and international conferences.
b. Recognized by colleagues or experts as a senior researcher in areas of expertise.
c. Appointed to regional and national research review boards and committees.
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 professional journal.
g. Mentors junior faculty.
h. Authors a book.
i. Participates in multidisciplinary committees to develop model policies for clinical practice,
j. Has a documented pattern of leadership as chair and member of thesis committees, successfully guiding students through the research process.

3.5.0 Retention

All non-tenured, tenure-track faculty are subject to annual review for retention. A recommendation for retention does not necessarily imply satisfactory progress toward promotion and tenure, but reviewers shall comment specifically on these matters. Although retention reviews will consider the faculty member's performance from the time of initial appointment or last promotion, whichever applies, particular emphasis will be placed on the candidate's performance during the previous academic year.

3.6.0 Promotion

Promotion recommendations for eligible faculty members will be based on criteria included in this document, as well as criteria included in Board of Regents' and UAA policies. The review period is the time since initial appointment or the candidate's last promotion, whichever applies.

3.7.0 Periodic reviews of tenured faculty not seeking promotion

Reviewers will decide whether or not the candidate continues to meet the criteria for their current rank during the period since the candidate's last review. In accordance with Regent's policy and the applicable bargaining unit contract. The Director will notify faculty of the timeline for undergoing periodic review, which shall occur at least every three years.

3.8.0 Tenure

The primary purpose of tenure is to assure the academic community of an environment that will nurture academic freedom by providing employment security to faculty members and faculty continuity to the university.

Tenure gives the full-time faculty member freedom to teach, to conduct research, pursue creative activity, and 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.

3.8.1 Terminal degree

a. The terminal degree for faculty teaching in certificate and associate degree programs in nursing is the master's degree in nursing. The terminal degree for faculty with bipartite workload assignments in baccalaureate and master's programs in nursing science is the master's degree in nursing. For faculty with a tripartite workload assignment in the baccalaureate or master's programs in nursing science, the terminal degree is the doctorate in nursing or the master's degree in nursing and a doctorate in a related field. The doctorate should be in a discipline or profession relevant to the missions of the School of Nursing.

4.0   GUIDELINES FOR EVALUATING TEACHING, SERVICE, AND RESEARCH/CREATIVE ACTIVITY

4.1.0   The Review of Teaching Activities

4.1.1   Examples of Teaching Activities

a. Formal classroom teaching. This includes on-campus and off-campus courses for which University credit is given and the number of student contact hours is defined.
b. Individualized instruction (examples are independent and directed studies).
c. Student advising.
d. Non-credit courses offered through the University which are part of the normal workload.
e. Educational or other seminars which are part of the normal workload.
f. Program direction of graduate degree candidates, supervision of theses, and service on thesis committees.
g. Program and curriculum development.
h. Course development and revision.
i. Educational or other seminars, including short courses and guest lectures.
j. Supervision of interns.
k. Publications and/or presentations describing innovative teaching or curriculum development activities.

4.1.2   Evidence of Teaching Effectiveness

The faculty members self-review should show how the evidence in the file demonstrates 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. The file must include course syllabi and previous student evaluations of the faculty member's courses taught during the period covered by the review to the extent to which they are available.

In addition, the file may contain other evidence of teaching effectiveness. Some examples are:

a. a description of an innovative technique or teaching method of special merit;
b. evaluation of teaching by colleagues;
c. curriculum development and program planning activities;
d. a description of new preparations;
e. a description of major course revisions;
f. awards or other teaching recognitions;
g. evaluation of past students by standardized tests or by colleagues in subsequent courses;
h. awards or recognitions received by past students;
i. evidence demonstrating the creation of student interest and involvement;

j. non-UAA course evaluation procedures carried out by the faculty member;
k. publications and/or presentations describing innovative teaching or curriculum development activities; and
l. other evidence deemed to be relevant to teaching.

4.2.0 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.

4.2.1 Examples of Service

a. University service is critical to a developing institution. It is assumed that the level of university 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:

1. Such supportive activities as committee membership and committee chairperson at the departmental and college level.
2. Work on university level committees such as those created by the Senate, Assembly, or Chancellor.

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

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

1. General community service is a faculty member's general community activity which demonstrates a personal commitment to the community. This may include activity or leadership in organized or ad hoc community service.
2. Professional community service is a contribution made by a faculty member which requires competence and skill 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.

d. Paid consulting service is composed of professional activity or consulting by a faculty member which falls within the guidelines and standards of the University of Alaska Anchorage. Professional and consulting services should be listed separately from professional and community service as described above. Professionally paid activities will be reviewed as to whether it constitutes service.

4.2.2 Evidence of Service Activity

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.

4.3.0 The Review of Research/Creative Activity
Faculty members with tripartite workloads are expected to productively engage in research/creative activity.

4.3.1 Examples of research/creative activities which lead to publication

a. Research which consists of activities carried out with the primary intent to augment and develop knowledge in any field. In addition, activities which augment and develop knowledge, but are carried on with the primary intent or immediate consequence of practical application.
b. Creative activities which represent the application of knowledge and capabilities in an innovative manner.
c. Evidence of Research/Creative Activity in which faculty members will include information summarizing their research activities and their research productivity over the review period. The faculty member's self-review should relate evidence of creative activity in the file to the requirements for retention, promotion, tenure or periodic review.

   1. Research activities not presently represented in publications, presentations, or papers should be summarized. This may include research products completed but not reported, research products in progress, research proposals in preparation, or review of research proposals for funding agencies.
   2. Research products should also be presented. There exists a continuum of research products ranging from papers presented at local meetings to the publication of a major book. All types of research productivity are to be valued but some types will receive greater recognition than others.
   3. Listed below are examples of research productivity. Reviewers are to avoid a mechanical application of the list of research examples below as a necessary or inflexible hierarchy of value.

      Books (authored or edited)

Refereed Monographs
Approved or Funded Research Proposals
Refereed Journal Articles
Articles in Edited Books
Refereed Proceedings
Laboratory Manuals and Instructional Materials
Non-Refereed Monographs
Non-Refereed Journal Articles
Reviews of Articles for Publication or Conference
Presentation
Reviews of Computer Software or Hardware Non-Refereed
Proceedings
Cases Published
Research Reports
Paper Presented at a Professional Meeting
Annotated Bibliography
Translations, Collections, Bulletins, Synopses
Abstracts, Books of Readings, Manuals
Journal Comments and Notes
Newspaper Editorials, Articles

4.3.2   Creative activities

There exists a wide variety of creative activities, for example VCR tapes, audio tapes, and computer programs which may be submitted for review.

5.0   PREPARATION OF FILES FOR THE REVIEW PROCESS

The faculty member's file is the focus of the review process and its careful preparation is critical to a successful review outcome. The purpose of the file is to present the faculty member's case for the personnel decision under consideration: retention, tenure, promotion or periodic review.

The preparation of the file is a time-consuming task and the faculty member should plan on spending 40-100 hours creating the file. However, faculty members should resist the temptation to add bulk to the file; large files waste the time of all parties.

Suggested File Contents:
Index
Annual Workload Agreements for the review period
Annual Activity Reports for the review period
Goals and Objectives
Self-Review
Past Reviews
Vitae

> Summary list of courses taught at UAA
> Computer summary sheets for student course evaluations
> Course syllabi
> Summary of Research/Creative Activities
> Summary of UAA Service Activities
> Summary of Professional Activities
> Summary of Public Service Activities
> Summary of Professional Development
> Supporting Correspondence
> Verification of appropriate degree

It is recommended that the faculty member use a three-ring binder for the file. The different sections of the file should be organized with tab separators to allow reviewers to quickly find information and should correspond to the Table of Contents. A copy of the complete file should be kept by the faculty member.

5.1.0 Annual Workload Agreements

Past workload agreements for the review period are presented in sequential order.

5.2.0 Annual Activity Reports

Past activity reports for the review period.

5.3.0 Goals and Objectives

A concise presentation of the faculty member's short and long term plans for professional development are required to be presented.

5.4.0 Self-Review

The self-review is perhaps the most critical single document in the review file. In the self-review, the faculty member's case is presented by relating the specific information in the file to the requirements for the personnel decision under consideration. In addition, the self-review should relate directly the candidate's goals and objectives and how they were achieved.

5.5.0 Past Reviews

Past reviews in sequential order are included.

5.6.0 Vita

The vita is an especially critical document, providing information on the faculty member's education, professional development, creative accomplishments, and other

areas of professional activity. Several examples of well-prepared vitae are available for inspection in the Dean's office.

5.7.0   Summary of Teaching Related Activities

A summary of courses taught during the period covered by the review should be presented. The list should be arranged chronologically by year and semester. Other relevant teaching activities are also summarized here.

5.8.0   Student Evaluations of Teaching

Student evaluations (i.e., UAA generated student evaluations) of faculty members are to be included as part of a candidates instructional ability. The evaluations will be used to assess the consistency of a candidate's instructional ability. Candidates may submit other forms of teaching evaluations (e.g., letters from students).

5.9.0   Course Syllabi

The most recent course syllabus for each different course taught during the review period is provided.

5.10.0   Summary of Research/Creative Activities

Present in chronological order an account of the research/creative activities accomplished during the review period. It is not necessary to include actual books, articles, paintings, etc., but these materials must be available to reviewers who wish to see them. The Director's office will receive bulky items and will forward them to the Dean's office, which will serve as a repository for bulky items during the review.

5.11.0   Summary of Service to the University

Provide a list of relevant University services.

5.12.0   Summary of Professional Activities

Provide a list of memberships in professional associations and any paid consulting activities.

5.13.0   Summary of Public Service Activities

Present a list of those activities where the faculty member's professional expertise is the basis for public service.

5.14.0   Professional Development

Courses taken during the review period, professional conferences attended, and other activities that contribute to professional development.

5.15.0 Supporting Correspondence

Tenure and promotion decisions require letters of recommendation. This should be individuals who are qualified to comment on the candidate's achievement in his/her field.

The candidate is required to submit a list of references (names, addresses, and telephone numbers) to the Director of the School of Nursing and Health Sciences (a minimum of three references must be from outside UAA) by September 10. The Director will request in writing letters of references from each. The letters will be sent to the Director's office and will be added to the candidate's file.

5.16.0 Verification of Degrees

Only one degree (the one most relevant to the faculty member's current position) needs verification. However, in the case of a faculty member with doctoral preparation in a field other than nursing, a transcript of the candidate's highest degree in nursing should be included in the file. A certified transcript is required to comply with Regents' policy on degree verification. A copy of a diploma is not sufficient.