

COUNSELING FACULTY

EVALUATION GUIDELINES

UNIVERSITY OF ALASKA ANCHORAGE

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INTRODUCTION

The Counseling faculty of the University of Alaska Anchorage has established these evaluation procedures and criteria to evaluate tenure-track faculty for retention, promotion, tenure, and post-tenure review in a fair and equitable manner. These procedures were developed with the assumption that all eligible faculty members will be tenured and promoted when requirements as described are met. The counseling faculty evaluation criteria and procedures for retention, promotion, tenure and periodic review follow the guidelines addressing faculty appointment, review, promotion, and tenure consistent with the:

1. Current University of Alaska Federation of Teachers collective bargaining agreement
2. Current UA Board of Regents' policies
3. Current UAA policies and procedures

These guidelines are to be used in conjunction with the above contract provisions and policies; in the event of conflicts, the contract provisions and policies will prevail in the order listed above. For counseling faculty, external reviewers are professionals who are similarly experienced, trained and/or licensed; who can appropriately evaluate the candidate's counseling/teaching and service.

Terminal Degree

Counseling faculty professional responsibilities are defined in this document and are comprised of a unique blend of teaching and counseling activities. This applies particularly to extended campuses, at which counseling faculty may play many roles in their positions. In acknowledgement of this, counseling faculty may have backgrounds in a variety of degrees that relate to counseling and student development. The appropriate degree will be a Master's degree. The appropriate fields will be Psychology, Social Work, Guidance and Counseling, Counselor Education, College Student Development, or Rehabilitative Counseling, or other counseling related fields. Faculty counselors must have a documented supervised counseling internship, counseling practicum, or supervised assistantship related to their degree.

Faculty Workloads

As noted in the Faculty Evaluation Guidelines provided June 6th, 2012: Faculty have a responsibility to their students, their discipline, craft, or professional field, the University and

communities to strive for exemplary intellectual, ethical, aesthetic, and creative achievement. The components of counseling faculty workloads are teaching/counseling and service for bipartite faculty under current UAFT policy and/or at extended campuses. Workload Agreements will be created in a collaborative process between faculty and supervisory administrators. The process will take into account the Mission of the University, the needs of the campus, and the opportunities required for faculty to fully and freely engage in their work and progress toward promotion and tenure. Workload agreements will reflect the workload accurately; and so changes in workload will require revision of the workload agreement. Annual Activity Reports will reflect the completion of the components of the workload agreement, as well as accomplishments that did not require revision of the Workload Agreement, but reflect the faculty member's performance more fully.

For many years past (at least since the merger of ACC and UAA) there have been no tripartite counseling faculty appointments. Historically, due to the demands of the workloads that counseling faculty typically assumed, a bipartite contract was assigned so that the needs of each campus could be adequately served. At the time of this revision of Counseling Faculty Evaluation Guidelines, there are no tripartite counseling faculty. This document must be revised in the event that tripartite counseling faculty are approved by the University; however at this time, these guidelines will reflect only bipartite faculty, due to the following factors:

1. Currently and historically, bipartite contracts represent the entire counseling faculty body within the UAA system (the Anchorage campus and all extended campuses), and
2. The unlikelihood of the University offering a tripartite counseling faculty appointment, and
3. The larger number of bipartite counseling faculty seats at extended campuses, which are bipartite per Union contract, and
4. The lack of tripartite counseling faculty to provide input into this process.

As bipartite contracts represent the entire counseling faculty body within the UAA system, these guidelines are intended to meet the needs of bipartite faculty. As opportunities for research and creative activities that serve to advance the Mission of the University do exist for counseling faculty, these activities may be assigned under the existing categories in a bipartite workload agreement.

Professional Development

Counseling faculty are encouraged to develop and sustain related areas of competency that benefit their campuses, and to stay current in best practices for counseling and student development. For example: counseling faculty who are active in crisis response will be supported and encouraged to pursue professional development that further develops these skills and ability to use best practices in meeting this need on their campuses; counseling faculty who have professional certifications or licensure will be supported and encouraged to maintain these credentials; counseling faculty who are responsible for student success initiatives will be supported and encouraged to pursue education and training to enhance their expertise in the field.

Community Engagement

As this is central to the mission of UAA, community engagement is part of counseling faculty responsibilities and plays a role in the faculty evaluation process. Community engagement, using the definition stated in the Faculty Evaluation Guidelines, is demonstrated in a wide variety of activities, including collaborations between faculty and individuals, organizations, and institutions in their larger communities (local, regional, state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Counseling faculty collaborate in their respective communities to apply knowledge and processes to problems and concerns of those communities. Counseling faculty model the practice of community engagement through their teaching, counseling and outreach activities. Counseling faculty are required to demonstrate community engagement in support of the Mission of the University; and more specifically, support student development through a variety of University- and community-supported services; and so community engagement is central to the purpose of counseling faculty work. Examples of community engagement include: collaborative programming with local school districts on topics of mutual concern, e.g. college readiness, diversity issues, or developing academic persistence; volunteering professional expertise to local, regional, state, or national organizations, e.g. providing training or services; or serving on the board of a relevant organization.

Faculty Responsibilities

Throughout this document, faculty are directed to accurately document their scholarly accomplishments in identified areas of faculty responsibility. Overall, faculty have many responsibilities, including those to their students, their discipline or field, the University, and their communities. Faculty are responsible to these people and groups, to:

- strive for exemplary achievement;
- engage in scholarly work and professionally related service;
- possess the intellectual and professional integrity associated with the exercise of academic freedom and shared governance;
- show respect for the opinions of others, and cooperate effectively with them;
- maintain accepted standards of civility, professionalism, and best practices of their fields; and
- consider the welfare of the total institution.

THE REVIEW PROCESS

The review process is intended to distinguish between the routine conduct and completion of one's work assignments and responsibilities, and one's scholarly accomplishments and outcomes. Review emphasizes the critical assessment and evaluation of the quality and significance of the candidate's scholarly achievements by professional peers.

Levels of Review

Level 1: Review by direct supervisor: Department Chair or Campus Director (UAFT faculty only)

Level 2: Counseling Faculty Peer Review Committee

Level 3: Dean of Students

Level 4: University-wide Faculty Evaluation Committee

Level 5: Provost

Level 6: Chancellor

Candidates will notify the Dean, Department Chair or Campus Director of their intention regarding the type of the review file being submitted, in his or her cover letter, using the designations below. In addition to the formal written evaluation in Level 1, the candidate may request an oral interview to occur at this time from the person who currently occupies this position.

Types of Review:

1. Annual progression toward tenure requires review levels 1 through 3.
 - Non-tenured, tenure-track faculty members shall submit an Abbreviated File
2. Comprehensive 4th year review requires review levels 1 through 5.
 - Non-tenured, tenure-track faculty members shall submit a Full File
 - To be eligible, the faculty member must meet the criteria for initial appointment to his or her current rank
3. Tenure review requires review levels 1 through 6.
 - Non-tenured, tenure-track faculty members shall submit a Full File
 - To be eligible for tenure, the faculty member must present evidence of successful scholarship as specified in the candidate's workload agreements
4. Promotion Review requires review levels 1 through 6.
 - Non-tenured, tenure-track faculty members shall submit a Full File
 - To be eligible, the faculty member must meet the criteria for initial appointment to the rank to which he or she is seeking promotion
5. Post-tenure review requires review levels 1 through 3.
 - Tenured faculty members shall submit an Abbreviated File
6. Comprehensive 5th year post-tenure review requires review levels 1 through 5*.
 - Tenured faculty members shall submit a Full File covering the preceding six years
 - The faculty member shall meet the criteria for initial appointment to his or her current rank
 - *If the overall evaluation of the post-tenure review by the unit peer review committee and administrator(s) is satisfactory, the review will stop at level 3. An unsatisfactory review by the peer review committee or the administrator(s) will

proceed to level 5. The review may proceed to the Chancellor only at the written request of the faculty member.

7. Professor Emeritus review requires review levels 1 through 6.
 - Follow the procedures as outlined in the University-wide faculty evaluation guidelines
8. Distinguished Professor review involves review levels 1 through 6, and University of Alaska President and Board of Regents approval.
 - Follow the procedures as outlined in the University-wide faculty evaluation guidelines

Inclusion of Extended or Community Campus Faculty

Counseling faculty from campuses other than the Goose Lake campus are specifically mentioned in this document for the purposes of inclusion. The Counseling Faculty Peer Review Committee must seat at least one member each year from an extended campus. In addition, at the Peer Review level, the open meeting in which review occurs must be arranged by the Peer Review Committee members in a setting in which the opportunity exists for the faculty member under review to attend via a distance method that is available to the faculty member under review.

CRITERIA FOR ASSESSING THE QUALITY AND SIGNIFICANCE OF SCHOLARSHIP

Scholarship is defined as ‘creative intellectual work reflective of a high level of professional expertise, is communicated so others may benefit from it, is subjected to reflective critique and evaluation by others, and supports the fulfillment of the mission of the University.’

This expanded definition supports the identifiable elements of the work of counseling faculty that represent scholarship. Counseling faculty work directly to promote student development and success through the utilization of their professional skills to communicate and facilitate student success; in personal development, in academics, in behavioral health, and in relationships with others.

Scholarship requires counseling faculty to apply their professional expertise to facilitate the engagement of students with their own educational journey and their community, through formal and informal means. Counseling faculty guide students as they integrate knowledge that

supports desired change and enables the development of skills necessary to connect with and contribute to the goals of UAA and UA as identified in their missions. Counseling faculty also support the mission of the University through the use of their professional expertise to enhance the abilities of other faculty to respond to student concerns, both academic and behavioral.

Scholarship in Teaching and Counseling

Counseling tasks are considered teaching and are noted as such on the faculty counselor's workload agreement, as part of the teaching load. Scholarship in this area must be documented by counseling faculty in their review files. Counseling faculty responsibilities are designed to support and contribute to the mission of the University in several ways, depending on the individual's specific workload agreement. Counseling faculty employ their individual expertise to assist students in meeting the mission of UAA as they relate to each student's personal skill set and academic endeavors as well as creating a positive learning and working environment. Counseling activities are evaluated in the same manner as teaching activities, per faculty contracts. Examples of scholarship in these areas include, but are not limited to the following activities:

Instruction and Learning Experiences (including Counseling-related Learning Experiences)

- Designing and developing and/or evaluating materials to enhance the counseling process, i.e., planning sheets, decision-making grids, degree formats, etc.
- Providing personal counseling on an individual or group basis, e.g. personal development; life skills that promote success
- Serving on academic degree committees
- Supervising practicum students and peer advisors
- Utilizing our counseling expertise by serving on campus behavioral intervention teams
- Providing career counseling support related to the wide range and levels of certificate and degree choices available at UAA and extended campuses
- Selecting and acquiring available resources for faculty, staff, and students in our areas of expertise, e.g., community mental health services, emergency helping agencies
- Providing crisis intervention counseling and post-crisis case management
- Teaching students in established catalog courses

- Designing and teaching/facilitating non-credit workshops and seminars
- Developing curricula for credit and non-credit courses
- Guest lecturing to classes in other university departments

Librarianship

- Selecting and acquiring collections and resources that support student success
- Selecting and acquiring resources that support consultation activities for other faculty members in counseling related areas (e.g., crisis response, behavioral issues with students, student developmental theory, student success models)
- Developing and applying specialized information systems used in student success
- Creating bibliographies, websites, and other research tools related to student development

Building and Developing Curriculum and Learning Resources

- Assessing need, designing and implementing new delivery modes for teaching, counseling, crisis support and/or advising, including distance-delivery methods, providing services in new areas, or other activities that enhance the accessibility of learning resources to students
- Reviewing, selecting, and providing informational sources in support of student development and success
- Selecting and acquiring available resources for faculty, staff, and students in our areas of expertise, e.g., community mental health services, emergency helping agencies

Mentoring Students (includes Student Development and Advocacy activities)

- Providing academic advising, educational planning, and career counseling on an individual or group basis
- Advocating policies that insure an awareness of and sensitivity to diverse needs of the UAA student population
- Activities that support and recognize student accomplishments

- Assessing students' aptitudes, interests and abilities in order to promote achievement of educational and career goals
- Designing and providing orientations to promote student adjustment to academic life
- Participation in Residence Life activities that support student development and wellness
- Designing and delivering counseling services to special student populations, i.e., Alaska Native, disabled, re-entry, economically disadvantaged, etc.

Advancing Teaching & Counseling Excellence (includes Faculty and Staff Consultation activities)

- Providing consultation to faculty and staff in our areas of expertise, e.g., concerns of student behavior, transitional issues, and referral information
- Designing and providing trainings/workshops to faculty in our areas of expertise, e.g., advising practices, crisis intervention strategies
- Reviewing current literature and national standards in areas related to Teaching, Counseling, Advising, and Student Development
- Consulting with colleagues on the selection and use of instructional or counseling tools, resources, and materials
- Using student feedback and self-reflection to enhance or change instructional, counseling, advising, or consultation procedures

Advancing Student Excellence

- Composing letters of recommendation; nominating students for awards and recognitions
- Providing students with information about existing opportunities for engagement, educational opportunities, and recognition

Reporting Teaching/Counseling Activities

Counseling faculty will include a brief introduction to the Teaching and Counseling materials submitted for review. This document will provide an overall picture of the work performed, highlight significant aspects, and address any submitted material in this section that may need an explanation of relevance. Submitted materials will reflect the counseling and teaching

activities conducted by the faculty member during the period of review. Counseling faculty may choose to address the Teaching and Counseling components in one section under one introduction, or divide the section into Teaching and Counseling components with separate introductions to both. Documentation of activities and achievements is expected to reflect the duties of the workload agreement. As counseling faculty have diverse workloads according to the needs of their campuses, materials for submission for the purposes of documenting Teaching and Counseling are expected to vary between individual counseling faculty members. For counseling faculty who taught catalog courses during the period under review, a list of the courses taught during the review period and the UAA course evaluation summaries for all courses must be included. The examples of materials provided in this document are not meant to be considered by counseling faculty or by reviewers as a necessary, required, or exhaustive list. Materials appropriate to this section include, but are not limited to the following:

- Course Syllabi
- Original instructional materials
- Original workshop, presentation or seminar materials
- Descriptions of innovative teaching or counseling methods
- Evaluations of past students or counselees by tests or by colleagues in subsequent courses
- Evaluations of teaching by informal student response or by peer evaluation
- Counseling evaluation materials
- Evaluation materials related to student success initiatives or activities
- Descriptions of student success initiatives designed by the faculty member
- Statistical data demonstrating counseling or student success work
- Documentation of advising activities
- Evidence of approved curriculum revision
- Recognitions for teaching or counseling
- Other evidence that is relevant to the accurate evaluation of his or her teaching/counseling activities and achievements

Evaluation of Teaching/Counseling Activities

Faculty are expected to demonstrate an increasing level of accomplishment over years in rank. Candidates for tenure or promotion to a higher rank bear the responsibility for demonstrating the required levels of accomplishment through the compilation of materials in the candidate's file. Specific examples for each level of rank are found in the section which defines the responsibilities and requirements for each rank.

Scholarship in Service

Service creates an environment that supports scholarly excellence, promotes shared governance, meets the operational needs of the college/campus/University, and contributes to the promotion of education. Service, through community engagement, enhances the world. Counseling faculty engage in both professional and university service activities, with increasing involvement at higher ranks; using their academic training, professional expertise, and experience. Counseling faculty service assignments will reflect the uniqueness of their workloads and should reflect the needs of their college/campus, community, and discipline. It is assumed that the amount and content of service will vary among faculty, but each faculty member should collaborate with his or her supervisor in defining the service load. Scholarship in service can be demonstrated through the following broad categories, although these categories do not exclude other forms of service; and the examples listed are not intended to be considered compulsory or exhaustive.

Professional Service

Faculty will utilize their professional expertise to contribute to the professional field, and/or the audience or clientele while demonstrating a clear relationship between the service activities and the goals and the mission of the college/campus or university. Professional service usually will fall into one of these categories:

Service to the discipline, craft, or professional field. Examples include:

- Participating in academic or professional conference discussions or panels
- Serving in a leadership capacity for a professional organization
- Providing reviews or critiques for other professional colleagues
- Serving on relevant boards that review policies and procedures

Service to society. Examples include

- Providing expertise to community agencies or civic groups

- Participating in relevant program evaluation
- Speaking before legislative committees
- Serving on public boards, task forces, or committees
- Developing and offering training or professional development
- Collaborating with governments, education, health, cultural or other public institutions
- Other demonstrations or dissemination of professional methods or skills

Community engaged service. Examples include

- Collaborative work on projects that contribute to community change

University Service

Faculty members contribute to the shared governance system and institutional development, through service to the department, college, campus or University. University service usually will fall into one of these categories:

Governance. Examples include:

- Department Chair
- Academic program coordinator
- Student success program coordinator
- Strategic Plan contributor
- Collaboration within and across departments, colleges, and campuses
- University committees and task groups member
- Curriculum or policy committee members

Academic and Faculty Development. Examples include:

- Mentoring other faculty members
- Participating in search committees
- Participating in academic program development and/or accreditation activities

- Providing training to other faculty in related areas (e.g., crisis response, basic mental health, advising skills and tools, student development)

Student Success Support. Examples include:

- Sponsoring or supporting student organizations
- Developing outreach programs for specific student groups
- Developing programs to support diverse student needs
- Developing and maintaining systems and programs that support student engagement
- Contributing to Living and Learning Communities in Residential Life
- Developing or providing ways to engage non-residential students in campus activities
- Developing or providing academic and career resources that support student success

Reporting Service Activities

Counseling faculty will document scholarship in service by listing service activities and including documentation of the activity. Faculty will include a brief introduction to the Service Activities materials submitted for review. This document will provide an overall picture of the service activities performed, highlight significant aspects, and address any submitted material in this section that may need an explanation of relevance. Submitted materials will reflect the service activities conducted by the faculty member during the period of review. Documentation may include letters, commendations, meeting minutes, proposals and/or other materials.

Evaluation of Service Activities

Faculty are expected to demonstrate an increasing level of accomplishment over years in rank. Candidates for tenure or promotion to a higher rank bear the responsibility for demonstrating the required levels of accomplishment through the compilation of materials in the candidate's file. Specific examples for each level of rank are found in the section which defines the responsibilities and requirements for each rank.

Compensated Service

In accordance with Alaska State law and with University policy, all outside compensated activities must be disclosed and may not be in conflict with or incompatible with a faculty member's performance of his or her duties and responsibilities.

Documentation of compensated professional activity and consulting services is not usable for the purposes of faculty evaluation. Counseling faculty may request consideration for use of direct practical experience that may constitute valuable professional development. In this case, compensated service must be clearly identified and listed separately from public and professional service.

Scholarship In Academic Research And Creative Activity

As previously noted, academic research and creative activity are not required activities for bipartite contracts, and so performance expectations will not be included in this revision. However, as these activities remain available to counseling faculty, they may be engaged in according to the diverse needs of their unit/campus, and must be reflected on the workload agreement.

As stated in the Faculty Evaluation Guidelines, faculty members with designated workload effort in this component of faculty work during the period of review are expected to engage in high-quality, significant academic research or creative activities as appropriate to their discipline, continuing professional growth, and the mission of their unit, college, campus, and the University. If research/creative activity is noted on a counseling faculty member's workload, sufficient adjustments to other portions of the workload must be made to accommodate the research/creative activity assignment. Faculty members engaging in research/creative activity should refer to the Faculty Evaluation Guidelines revised March 22, 2013 for examples of work in each of these categories:

- Conducting and Disseminating Academic Research
- Producing and Performing Creative Works
- Developing and Disseminating Curriculum and Pedagogical Innovations
- Developing and Disseminating Innovations in Clinical and Craft Practice
- Editing and Managing Creative Works
- Leading and Managing Funded Research Programs, Contract, and Creative Projects

Performance Expectations By Rank For Teaching/Counseling And Service

Instructor

The teaching/counseling performance expectations of an Instructor are that s/he completes contractual obligations and demonstrates capable teaching and counseling. Examples include:

- Performing formal counseling activities
- Teaching catalog courses
- Engaging students in activities designed to facilitate success
- Performing academic advising
- Participating in student success or wellness initiatives

The service performance expectations of an Instructor are that s/he completes contractual obligations and demonstrates service contributions. Examples include:

Performing assigned duties to support an academic or student success event

Participating as a collaborative member of a student wellness or success group

Assistant Professor

The teaching/counseling performance expectations of an Assistant Professor include responding to identified educational needs at his or her unit/campus by contributing thought and action to improve his or her teaching and counseling effectiveness. Examples include:

- Developing and/or conducting activities that enhance student learning
- Developing and/or conducting activities that meet specific student success needs
- Effectively teaching/counseling/advising, as measured by improvements from previous work
- Improving counseling, teaching, or advising methods; in delivery, content, and/or evaluation processes
- Participating in teaching and counseling professional development workshops
- Developing or improving distance delivery courses or services
- Course development and revision

- Revision of student services systems such as orientations or advising structures

The service performance expectations of an Assistant Professor include responding to identified service needs in his or her unit/campus by contributing thought and action to improve his or her effectiveness. Examples include:

- Advising student organizations
- Serving on academic committees
- Serving on student success committees
- Serving on crisis response committees
- Serving on committees within a professional or community organization
- Conducting training that improves faculty members' ability to work effectively with students
- Improving systems that enhance other faculty members' abilities to work effectively with students

Associate Professor

The teaching/counseling performance expectations of an Associate Professor include accomplishments that meet educational and counseling needs beyond his or her department and demonstrated effective teaching and counseling activities. Examples include:

- Demonstrating excellence in facilitating student learning
- Demonstrating excellence in facilitating student development
- Organizing events that support student development and success
- Organizing opportunities for faculty to enhance student success
- Collaborating with other faculty from other disciplines on teaching activities
- Collaborating with other faculty from other disciplines on student success initiatives
- Mentoring students
- Providing peer review of teaching, mentoring, and advising

- Instructional materials development
- Use of technology to enhance student success and learning

The service expectations of an Associate Professor include accomplishments that meet service needs beyond his or her department. Examples include:

- Serving as Chair for a campus/college committee
- Representing campus/college at a community or regional level
- Mentoring or providing training for junior faculty
- Facilitating administrative tasks in an effective way
- Supervising student workers
- Delivering training to other departments or student organizations
- Serving on a University committee
- Participating in professional organizations

Professor

The teaching/counseling performance expectations of a Professor include playing a leadership role to meet educational and counseling needs at a high level. Examples include:

Developing innovative ways of providing counseling services

- Mentoring other faculty in teaching or student success methods
- Planning, organizing, and leading teaching workshops
- Planning, organizing and leading advising workshops
- Effective mentoring of diverse students and student groups
- Collaborating with other departments to design and/or implement new student success systems or methods
- Supervision of practicum students
- Supervision of adjunct faculty

- Preparation of accreditation documents
- Responsibility for student success programs
- The service performance expectations of a Professor include accomplishments that demonstrate a leadership role in the developing and influencing of solutions or policies that meet service needs as at high level. Examples include:
 - Providing leadership at the campus/college by participating in administrative or decision-making teams
 - Provides recommendations for campus/college-wide crisis response teams
 - Representing the campus/college at regional or national meetings
 - Is recognized for professional expertise
 - Receives evaluations by peers or colleagues that indicate effective leadership
 - Demonstrates leadership in regional or national organizations
 - Chairs or coordinates a department or program
 - Provides expertise to colleagues at the regional, state, or national level

CRITERIA FOR INITIAL APPOINTMENT, TENURE, AND PROMOTION

Initial Appointment

These criteria are intended as the minimum for determining eligibility.

Instructor

An Instructor holds the appropriate terminal degree and shows evidence of, or promise for, sustained professional growth and development of high-quality and significant scholarly accomplishments in teaching and counseling.

Assistant Professor

An Assistant Professor holds the appropriate terminal degree. Candidates for appointment at this rank must show evidence of achievement or promise in the production of scholarly accomplishments. Candidates for promotion to this rank must show clear and convincing

evidence of continuous professional growth in the production of scholarly accomplishments within and among the components of faculty work for which they are responsible. Additionally, two years of post-degree documented successful scholarship and/or professional experience in counseling or a field related to the required terminal degrees is customary.

Associate Professor

An Associate Professor holds the appropriate terminal degree. Candidates for appointment at this rank must show clear and convincing evidence of high quality and significant scholarly accomplishments in the responsibilities appropriate to their work assignments and the mission of their units. Candidates for promotion to this rank should demonstrate an emerging level of recognition within their field by professional peers and/or community members external to the institution. Non-tenured candidates undergoing review for Associate Professor must also be reviewed for tenure. Additionally, five years of successful performance at the Assistant Professor level and/or documented significant scholarship at the Associate Professor level is customary.

Professor

A Professor holds the appropriate terminal degree. Candidates for appointment or promotion at this rank must show clear and convincing evidence of an extensive record of high quality and significant scholarly accomplishments. Candidates for promotion to this rank must have gained recognition within their field by professional peers and/or community members external to the institution. Additionally, six years of documented successful performance at the Associate Professor level and/or significant scholarship at the Professor level is customary.

At the time of hire, a faculty member may negotiate up to three years of service to be counted toward their faculty service at the University. Any prior years of service that are granted should be documented in the faculty member's initial letter of appointment. Evidence of the service should be presented in the faculty member's promotion and/or tenure file.

Tenure and Promotion

The decision to grant tenure is one that has an enduring impact on the continuing growth in capacity, achievement, and reputation of the University. For the faculty member, tenure is the acceptance of an ongoing obligation to continued scholarly performance and achievement at a high level of professional competency. Tenure is a privilege, not a right, and the standards demanded in achieving it are rigorous.

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, as well

as faculty continuity to the University. Tenure gives the faculty member freedom to teach, conduct research, or engage in community service, but it does not release him/her from responsibility to maintain high standards of professional performance and conduct. Reviewers will consider not only the individual's continuing successful performance and record of leadership but also his/her contributions to the goals of the University as identified in its mission statement. The candidate must document past contributions and show potential for the future.

Faculty members may submit a file and request a review for tenure in any year of service. However, he or she must be reviewed no later than the mandatory year of review. 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. Guidelines for continuing appointment, tenure and promotion by faculty rank are listed below.

Instructor

Faculty members appointed to a tenure-track position at this level must be reviewed for tenure no later than the seventh consecutive year of service. Appointments to these ranks may continue beyond the eighth year of service only with tenure.

Candidates for continuing appointment (retention) at the rank of Instructor must meet the criteria for initial appointment and show evidence of, or promise for, sustained professional growth and development of high-quality and significant scholarly accomplishments.

Assistant Professor

Faculty members appointed to a tenure-track position at this level must be reviewed for tenure no later than the seventh consecutive year of service. Appointments to these ranks may continue beyond the eighth year of service only with tenure.

Candidates for promotion to Assistant Professor must meet the criteria for initial appointment to Assistant Professor, and must show clear and convincing evidence of continuous professional growth in producing high-quality and significant scholarly achievements within and among the components of faculty work for which they are responsible. This includes:

- A sustained record of effectiveness in teaching/counseling;
- Scholarly contributions to the unit and institution through professional and university service; and
- Evidence of promise for the continued contribution of these achievements in support of the mission of the unit, college/campus, and University.

Associate Professor

Faculty members appointed to a tenure-track position at this level must be reviewed for tenure no later than the fourth consecutive year of service. Appointments to these ranks may continue beyond the fifth year of service only with tenure. Non-tenured faculty undergoing review for promotion to Associate Professor must also be reviewed for tenure. Promotion to Associate professor cannot be made without prior or simultaneous award of tenure.

Candidates for promotion to Associate Professor must meet the criteria for initial appointment to Associate Professor, and must show clear and convincing evidence of professional effectiveness. This includes:

- A sustained record of effectiveness in teaching/counseling;
- High-quality and significant scholarly achievements;
- High-quality and significant contributions to the institution through service;
- A strong record of professional growth with the promise for continuing accomplishments; and
- A demonstration of marked strength in an area of faculty responsibility, or through an integration of scholarly accomplishments across the areas of faculty responsibility; and which advances the mission or reputation of the unit, college/campus or University.

Professor

Faculty members appointed to a tenure-track position at this level must be reviewed for tenure no later than the second consecutive year of service. Appointments to the rank of Professor may continue beyond the third year of service only with tenure. Candidates for promotion to Professor must meet the criteria for initial appointment to Professor, and must previously have been awarded tenure or simultaneously stand for tenure.

Candidates for promotion to Professor must show clear and convincing evidence of professional excellence and an extensive record of high-quality and significant accomplishments. This includes:

- A sustained record of excellence in teaching/counseling;
- Contributions of high-quality and significance to the field that have gained the recognition of peers or constituencies outside the institution;

- A demonstrated record of effective leadership in unit, college/campus, or University affairs and professional service activities;
- A record of sustained professional growth with the promise for continuing high-quality and significant scholarly achievements; and
- A demonstration of marked strength in an area of faculty responsibility, or through an integration of scholarly accomplishments across the areas of faculty responsibility; and which advances the mission or reputation of the unit, college/campus or University. The area of marked strength is one that draws on the faculty member's unique talents to significantly advance the mission or reputation of the unit, college/campus, and University.

Emeritus

Appointment as Professor Emeritus or Emerita is an honor conferred upon a retiree in recognition of a sustained record of outstanding scholarly accomplishments that has contributed to the mission, reputation, and quality of the University. Candidates for Emeritus appointment must be full-time faculty members who have attained the rank of full professor and who have retired after a minimum of 10 years at the University of Alaska immediately prior to retirement. Following the consideration and recommendation of the faculty review process, the Chancellor will make the final appointment.

Distinguished Professor

The tenured appointment of Distinguished Teaching Professor, Distinguished Research Professor, Distinguished Service Professor, or University Professor may be given by action of the Board of Regents on recommendation of unit members and concurrence of the Chancellor and the President. The title of Distinguished Professor or University Professor is considered to be a rare and special achievement. Candidates to be considered for award of the title must be nominated by their department. Following the consideration of the recommendation by the faculty review process, the Chancellor will make the final recommendation to the Board of Regents.

Denial of Tenure

Faculty who are not awarded tenure by the end of their mandatory year of review shall be offered a terminal appointment for one additional year of service. If a faculty member chooses to stand for tenure prior to the mandatory year and the Chancellor's decision is to deny tenure, the faculty member may continue as a tenure-track faculty member, but may not stand again for tenure prior to the mandatory year.

The candidate will have the right of grievance or complaint. Procedures are outlined in the UAA University-wide Faculty Evaluation guidelines. Faculty may appeal the final decision of a completed review via the grievance process and/or complaint process set forth in the applicable articles of the appropriate collective bargaining unit.

File Preparation: Full and Abbreviated

Faculty members requesting review or required to be reviewed shall submit a file in accordance with current polices and current Union contract. The file should provide accurate, thorough, and clear documentation of achievements for review, and it is the sole evaluative tool for the review process. The reviewers will evaluate only the material in the file at the time of submission. Placeholders are allowed for expected material not available at the time of file submission.

Reviewers may verify evidence in the file. If discrepancies are found, this will be noted in the recommendation. During the faculty response period, candidates may submit additional evidence or documentation that was not available at the time of submission if it is related to scholarly accomplishments previously include and documented in the file.

As the file is the only tool of review, it should be well-organized. The candidate's purpose for each file should be stated clearly at the beginning, i.e. "this file is submitted for consideration for promotion to Associate Professor and for awarding of tenure." Introductions to sections should be concise and clearly point out items that support the purpose of the file, leading reviewers to the conclusion that supports the candidate's application. The candidate's file should coherently explain the ways in which the candidate meets the requirements under review and include all required components. Poor organization may result in the inability of reviewers to accurately evaluate a candidate's performance.

Documentation of required items is mandatory. If a required item is not included in the file, an explanation of why it is not present, and the result of attempts to obtain it, must be included in its place. Activities require documentation in order to be reviewed. Without documentation, reviewers cannot evaluate the activity.

If the University has provided an appropriate system for consistently creating and managing electronic files, it is strongly encouraged that files be submitted in digital or electronic format.

Full Files

Candidates undergoing comprehensive fourth year, comprehensive post-tenure, tenure, and/or promotion review shall prepare a Full File.

The Full File showcases a faculty member's scholarly achievements and provides evidence supporting scholarly accomplishments in the responsibilities of teaching, academic research or creative activity, and professional and university service. The file makes faculty work visible by creating a coherent narrative for reflecting upon, documenting, and assessing one's scholarly achievements in each of these areas.

The file has three sections and shall include:

1. A Table of Contents for the file sections and all supporting documentation in each section.
 - a. A letter or note explaining the purpose for the file (continuing appointment, promotion, etc.) should be filed as the document immediately following the Table of Contents page (s).
 - b. Tabs with typed labels will allow reviewers to quickly move to required components.
2. Section I: Introductory Materials
 - a. Initial Letter of Appointment, if required for documenting prior years of service
 - b. Curriculum Vitae
 - c. Verification of certificates, licenses, and degrees (not required for post-tenure)
 - d. Annual Workload Agreements for the period under review, signed by the candidate and by the appropriate designated administrators
 - e. Annual Activity Reports for the period under review, signed by the candidate and by the appropriate designated administrators
 - f. Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review

- ii. Documentation: letters of thanks, commendations, final products or reports, etc. are acceptable.
- c. If the candidate was hired with any number of years credited toward tenure or promotion, documentation should be included from these years as well.
- d. Documentation should be limited to the period under review, which included the years since the candidate was hired in a tenure-track position at UAA, or since the last tenure, promotion, or comprehensive post-tenure review.

Abbreviated Files

Faculty members shall prepare an Abbreviated File for their annual progression towards tenure or non-comprehensive post-tenure reviews.

The Abbreviated File will contain:

1. A Curriculum Vitae
2. A Self-Evaluation—in a recommended length of three pages, this document will:
 - a. Synthesize scholarly achievements and contributions in each area of faculty responsibility, in accordance with the workload of the period under review
 - b. Summarize progress toward tenure or promotion, if applicable
 - c. Summarize progress in any area identified from previous recommendations as needing improvement
3. Annual Activity Reports for the period under review, signed by the candidate and by the appropriate designated administrators
4. Feedback from the appropriate designated administrator in response to the Annual Activity Reports for the period under review when applicable
5. Any selected optional documentation that supports the self-evaluation; this documentation should be minimal and necessary to fully reflect the scholarly work

Counseling Faculty Peer Review Committee

Requirements for Committee Members

The Counseling Faculty Peer Review Committee members must have tenure and rank at or above the rank to which candidates seek promotion. Tenured Associate Professors may be elected if there are insufficient numbers of professors to staff the committee.

Those not eligible to serve include:

- A faculty member who is on an approved leave of absence or sabbatical;
- A faculty member who has been elected to serve, or is currently serving, on a peer review committee at a preceding or subsequent level of review;
- Tenured faculty who are under consideration for promotion;
- A faculty member who has an administrative workload of more than 50%;
- A faculty member who has not completed the required reviewer training

Composition of the Peer Review Committee

At the end of each Spring semester, counseling faculty will elect a Counseling Faculty Review Committee to serve for the following academic year. When promotion of a faculty member is being considered, the Committee will consist of counseling faculty at or above the rank to which the candidate is seeking promotion.

At least one Counseling Faculty member from an extended campus must be seated on the committee. If there are not enough qualified faculty members, the Peer Review Committee shall seek appropriately qualified faculty from a related discipline, and/or Emeritus Counseling faculty, provided that those selected will have the proper rank in a counseling related field as indicated in these guidelines.

From the elected Counseling Faculty Peer Review Committee, a chair will be selected by its members. All members of the Counseling Faculty Peer Review Committee will complete the required reviewer training (training as approved by the Faculty Senate) prior to the commencement of the review process.

Duties and Ethical Considerations

The decision of the department, unit, and University faculty committees to recommend or not recommend promotion, tenure, or progression towards tenure must be based on the committee members' review of the evidence presented in the candidate's file.

Candidates are expected to conduct themselves according to the ethical standards and guidelines of the University. The faculty evaluation process is a vital component in personnel decisions. Therefore, candidates must ensure that the materials and documents they submit as evidence are factually accurate and fairly represent the scope and outcomes of their faculty work for the period under review.

Reviewers are also expected to comply with the ethical standards appropriate to this essential role. Specifically, reviewers must:

- Disclose to the committee any potential for conflict of interest in a particular case, and use due diligence in considering whether recusal is warranted
- Include interest disclosures and committee decisions regarding recusal in the committee report of findings and recommendations
- Not move, remove, or copy any portion of a candidate's file

The candidate will be informed of the members of their review committees in a timely fashion and may request recusal of a member of a review committee based on possible bias or personal interest in a timely fashion. In the case of a disagreement about the possible recusal of review committee member, the Dean will make a determination based on the evidence of bias or personal interest presented by the committee member and candidate.

The Counseling Faculty Peer Review Committee will examine and discuss the bipartite candidate's file in the context of the candidate's bipartite (teaching/counseling and service) workload. For UAFT-represented faculty, the committee votes to recommend or to not recommend promotion, tenure, or successful progression towards tenure. Voting will be conducted in an open meeting that allows the candidate to attend.

The Counseling Faculty Peer Review Committee will submit its completed review to the Dean. The Dean will complete his or her review of the candidate's file. The files for comprehensive fourth-year, tenure, or promotion will then be forwarded to the next level for review. If the overall evaluation of the post-tenure review by the unit peer review committee and administrator(s) is satisfactory, the review proceeds no further and is complete. An unsatisfactory review by the peer review committee or the administrator(s) will proceed to the university-wide evaluation committee and the Provost. The review may proceed to the Chancellor only at the written request of the faculty member.

Reviewer Training

The purpose of the reviewer training is to ensure consistent, rigorous, and fair application of the Unit and University faculty evaluation guidelines across the University, with emphasis on how candidates document their scholarship, and how reviewers evaluate the diverse kinds of evidence of scholarly work being presented.

Therefore, the counseling faculty files shall be reviewed, at every level, by persons who have completed the mandatory reviewer training. Reviewer training will be offered each fall as coordinated by Academic Affairs and the Faculty Senate. Reviewers will be required to update their training every four years or more frequently if a substantive changes in policies or the faculty guidelines are adopted. Elected faculty members must complete the training prior to engaging in any review activity.

Authorization of Departmental Guidelines

The first level of review is the direct supervisor for Counseling Faculty (UAFT), and the second level of review is Counseling faculty peers. There is a small number of appointments to this faculty position, and the predominant number of appointments are currently housed at extended campuses. These guidelines were written specifically to support flexibility, as counseling faculty workloads reflect the needs of their specific unit/campus. Departmental guidelines in addition to this document are unnecessary.

Counseling Faculty Evaluation Guidelines Review and Approval Process: These guidelines will be reviewed by a committee of tenured counseling faculty every four years, or within one year of an event that represents a major change, specifically any Tripartite counseling faculty appointment, or a change in any level of review higher than that of peer review, or a major change as agreed upon by a simple majority of all counseling faculty within UAA.

Any proposed changes will require the approval of the tenured counseling faculty and the submission of the proposed changes by the tenured counseling faculty to the appropriate Dean and to the Provost. Proposed changes will be made to these guidelines with the approval of the tenured counseling faculty, the Dean, and the Provost.

Counseling faculty under review after a revision of these guidelines is approved may choose to be evaluated under the previous Counseling Faculty Evaluation Guidelines, if the majority (50% or more) of their work was performed prior to the date that the revision went into effect.