

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

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-

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 UAer a a inaes fin(0)1n(0s)-2(a)5(n)5(b)id fty20v(qui)7(1)7(y t)-.d 1(I)-5

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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 frequent

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 -6(d)-4(i) Tw 02(u)-4-4(i) liviuievi uilo (cu)-4(l)-2(t)-2yh

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Standards for Promotion

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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 appropriateTj /TTnes lea1 Tc s.

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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.