

COUNSELING FACULTY

EVALUATION GUIDELINES

UNIVERSITY OF ALASKA ANCHORAGE

INTRODUCTION

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.

Counseling faculty are encouraged to develop



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

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

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 utiliza

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.

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:

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

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

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.

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

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

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.

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.

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

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:



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.

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 cou

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

The teaching/counseling performance expectations of an Assistant Professor include responding to identified educational needs at his or her unit/campus by contributing thought

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

The teaching/counseling performance expectations of a Professor include playing a leadership

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.

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.

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.

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

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.

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.

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.

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 policies 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.

Candidate



- g. Copies of findings and recommendations from the most recent annual progression towards tenure, comprehensive fourth year, tenure, promotion or post-tenure review(s), whichever are applicable
 - h. Letters of recommendation from both internal (UAA) and external peers when seeking tenure or promotion
 - 3. Section II: Self Evaluation:
 - a. Integrative Narrative (no more than five pages), that synthesizes and interconnects the candidate's scholarly achievements within the context of her or his professional goals and the actual designated responsibilities outlined in the relevant workloads and activity reports for the period under review. The Integrative Narrative also provides an opportunity to reflect on one's accomplishments in the context of the criteria of the faculty rank that is the focus of the review.
 - 4. Section III: File sections that describe and document high-quality and significant scholarly achievements in the each of the relevant areas of responsibility of teaching/counseling and service. Evidence shall consist of carefully selected examples of the candidate's most accomplished scholarly work, not an exhaustive compilation of materials.
 - a. Within the teaching/counseling section, the following elements are required:
 - i. A brief introduction of the teaching/counseling activities, including a list of formal courses taught
 - ii. All student evaluations and counseling evaluations from the previous six years (or for all years of service if candidate has been in faculty rank less than 6 years)
 - iii. Selected examples of counseling/advising projects and achievements
 - iv. A selected example of syllabi from each of the courses taught. In the case of community campus faculty, or others, who have taught more than
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- 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.

Faculty

A faculty member who is on an approved leave of absence or sabbatical;

A faculty member who h

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

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.

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 of their aartf ton
