



Faculty Senate
Motion 2023/2024-277-5

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the School of Education (SOE).

EFFECTIVE: Spring 2024, or upon Chancellor’s Approval

RATIONALE: The Unit Criteria Committee has assessed the unit criteria submitted by the School of Education (SOE). The document was reviewed by the Unit Criteria Committee during meetings held in the Spring/Fall of 2023, and the Spring of 2024. It was finally approved on the 24th of January, 2024.. The SOE Criteria was approved because it was found to be consistent with UAF guidelines.

* * * * *

This action was passed by the Faculty Senate on February 5, 2024.

DocuSigned by:
Jennifer Carroll February 12, 2024
77182FF52923422...
Jennifer Carroll, UAF Faculty Senate President

The Chancellor: Approves Vetoes Acknowledges

DocuSigned by:
Daniel M. White Date: February 13, 2024
AF68D6A16CA018C...
Daniel M. White, UAF Chancellor

UAF Unit Criteria
for
School of Education

Criteria for UAF Faculty Evaluation are outlined in the document “University Policies and Procedures (The Faculty Blue Book)” Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the “University Policies and Procedures (The Faculty Blue Book)” Chapter III for use in evaluating the faculty of the **School of Education**. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline’s faculty, and because they are additions to the University Policies and Procedures.

Chapter III: Faculty Evaluation

A. Purpose

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined below will be defined by demonstrated competence from the following areas: 1) effectiveness in teaching; and/or 2) achievement in research, scholarly and creative activity; and/or 3) effectiveness of service.

B. Types of Evaluation for Different Faculty

See "University Policies and Procedures (The Faculty Blue Book)" Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

1. General Evaluation Criteria

Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

- mastery of subject matter;
- effectiveness in teaching;
- achievement in research, scholarly, and creative activity;
- effectiveness of public service;
- effectiveness of university service;
- demonstration of professional development; and
- quality of total contribution to the university.

In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, ***supervision of teacher education and counseling students/candidates***, laboratory or field and preparatory activities, such as preparing for lectures, ***providing professional development training***, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, curriculum development, ***including curricular revision required to meet national accreditation and/or state licensure requirements, and academic recruiting and retention activities.***

1. Effectiveness in Teaching

Evidence of effectiveness in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers:

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials;
- g. regularly expend effort towards future oriented educational development;
- h. may receive prizes and awards for excellence in teaching.
- i. may engage in diverse instructional activities such as teaching at rural or branch campuses, teaching distance-delivered courses, teaching in summer school, and development of curriculum materials, professional development workshops and courses for counselors, teachers, and educators, including those uniquely suited to Alaska schools, school counseling-related organizations, and clinical mental health organizations.***
- j. may provide supervision of students during formal clinical practice, student teaching, or internships.***

k. may provide support to and supervision of mentor teachers as the university clinical practice supervisor through the creation of mentor teacher training, individual conferences, and professional development courses.

l. may involve students, undergraduates as well as graduates, in research activities.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, academic advising, training/guiding graduate students, etc., provided by:

- a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
- b. summaries of teaching evaluations;

and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- o peer classroom observation(s) and evaluation of lecture(s), ***or similar observations of instruction outside classrooms,***
- o peer evaluation of course and compiled materials,
- o pedagogical organization as evidenced through peer evaluation of course syllabi,
- o documented use of best practices in teaching through external or peer review,
- o evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- o evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

Individual units may choose to require particular items from this list through their unit criteria.

Additional sources of evidence of effectiveness in teaching may consist of but are not limited to:

- ***Instructor may utilize a class pretest/posttest.***
- ***Examples of student progress or skills, represented by improvements in early and late semester skills or products, or other mechanisms that can document improvement.***
- ***Instructor-designed student opinion of instruction to supplement (not replace) UAF-approved instructional assessment system.***
- ***Letters of support from students or peers.***

Specific SOE criteria for instructional performance before promotion to:

Associate professor: the record must show that the material taught is relevant and that the presentations stimulate the learning process. Evidence of the expected quality of instructional performance may include (but is not limited to) course and/or curriculum development, novel approaches to instruction, effective advising and mentoring of

students, effective classroom teaching performance, and/or evidence of supervision of graduate student research (as a major supervisor or co supervisor) leading to successful completion of the degree program.

Professor: significant contributions to the instructional program are expected. These may include, but are not limited to: contributions to major improvements in course and/or curriculum offerings, ability to motivate and/or inspire students, awards for excellence in teaching, leadership in directing graduate students' research, significant experience as graduate committee chair leading to successful completion of graduate degree program(s), and/or effective recruitment or retention of students, as evidenced by letters of support from advisees or other advisors.

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by faculty peers at the University of Alaska and elsewhere. *SOE recognizes the value of diversity in research. As such, the unit values disciplinary and interdisciplinary work as well as independent scholarship with single authorship and collaborative work with joint authorship. Candidates involved in collaborative research are recommended to describe their contributions to the collaborative project and their individual role in joint publications in their narrative self-evaluation. A faculty member's publication record during the review period is relevant to promotion and tenure decisions. Candidates who have been hired into positions at the associate professor level or higher may include papers published prior to their affiliation with the UAF School of Education, pursuant to the terms of agreement in their offer letter and initial contract.*

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have **one or more** of the following characteristics:

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to *the following items, which the unit considers to be important considerations in the promotion and tenure process:*

- a. Books, **book chapters, edited books**, reviews, monographs, bulletins, articles, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses, **including electronic journals and presses**, that accept works only after rigorous review and approval by peers in the discipline. **SOE also values publication in journals devoted to both scholarly and practitioner audiences.**
- b. Competitive grants and contracts to finance the development of ideas or projects and programs, these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research **or invited** papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performances in recitals or productions **pertaining to education, counseling and related fields**, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications.
- h. Published abstracts of research papers.
- i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline. **Production of educational videotapes or multimedia digital works reviewed and utilized by schools, colleges or communities.**
- j. Prizes and awards for excellence of scholarship.
- k. Awards of special fellowships for research, scholarly or creative activities or selection of tours of duty at special institutes for advanced study.
- l. Development of processes or instruments useful in solving problems, such as **educational and counseling models**, computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
 - **Textbooks, curricula, or curriculum materials for k-12 schools or colleges that result in publications that are peer reviewed or editorial board reviewed.**
 - **National and state educational policy and planning that result in peer-reviewed or editorial board reviewed publication.**
 - **Development of curricula or curricular materials that are reviewed and utilized by state or local agencies, organizations, school districts, or community boards.**
- m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
- n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs

assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

Individual units may choose to require particular items from this list through their unit criteria.

Specific SOE criteria for scholarship performance before promotion to:

Associate Professor: must have established an appropriate research, scholarly, or creative program as evidenced by the criteria listed above. The submission of research proposals, the completion of contract research reports, and publication in conference proceedings constitute supplementary evidence that the scholarly program is of high quality. The faculty member must show evidence of sustained scholarly productivity. The faculty member shows independence and leadership by the creation of scholarly ideas that involve collaborations with peers in their field of specialization, students, school personnel or personnel in state or national organizations.

Professor: the scholarly program should have produced clear evidence that the candidate is a leader in their field. Publications and other products should be of sufficient quality and quantity to demonstrate the existence of an on-going, professional scholarly program. A national or international reputation as demonstrated by professional activities or presentations at meetings, the receipt of awards, and documented opinions of others in the field is expected. There should be a record of successful completion of graduate work by his or her students.

F. Criteria for Public, University and Professional Service

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

SOE faculty typically devote a significant percentage of their activities to service. Due to UA board of regents' and other UA administrative mandates, Alaska Department of Education and Early Development licensure requirements, school counseling-related organizations, and clinical mental health organizations and the requirements of national accreditation (e.g., CAEP, CACREP), faculty have significant responsibilities to numerous stakeholders both external and internal to the unit. Some service activities result in frequent travel and participation in numerous committees. These activities are recognized as of great importance to the unit.

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Effectiveness in public, university and professional service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards, media presence and other public means of recognition for services rendered.

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- a. Providing information services to adults or youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. ***Consulting in the faculty member's area of expertise and discipline consistent with the obligation for public service.***
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating.
- j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media, ***curricular materials, informational bulletins, journals, and newsletters utilized by state or local agencies, school districts or community boards, and organizations.***
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
- l. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.

- m. *Providing professional development for teachers, counselors as well as other education personnel, clinical stakeholders, and community members.*
- n. **Robust partnerships supported through a shared mutual understanding of the needs of Alaska's diverse school districts are necessary to the core mission of UAF School of Education. Substantive, focused effort is necessary to maintain the integrity of UAF/School District partnerships, examples include but are not limited to :**
- **Service on partner school district level advisory committee meetings, planning committees.**
 - **Participation in partnership meetings in support of identifying and navigating new partnerships, managing and expanding existing partnerships.**
 - **Consultation or support for infrastructure related to emerging needs based on partnerships which may include liaison responsibilities.**

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

- a. Service on university, college, school, institute, or departmental committees or governing bodies.
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
- d. Participation in accreditation reviews **is of particular importance and value to the SOE. The Council for the Accreditation of Educator Preparation (CAEP) assures quality in educator preparation and is required by the Alaska Department of Education and Early Development (DEED). Participation in CAEP accreditation reviews and contribution to documents are of particular importance and value to the SOE.**
- e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- i. Mentoring, ***including faculty.***
- j. Prizes and awards for excellence in university service.

- k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.
 - l. *Services as outside reviewer on UAF thesis committees.*
 - m. *Preparation of university reports.*
 - n. *Consulting with UAF faculty in and outside SOE in discipline specific activities that are not counted as research (e.g., that do not lead to coauthored publication).*
3. Professional Service
- Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. Examples of such activity include, but are not limited to:
- a. Editing or refereeing articles or proposals for professional journals or organizations.
 - b. Active participation in professional organizations.
 - c. Active participation in discipline-oriented service organizations.
 - d. Committee chair or officer of professional organizations.
 - e. Organizer, session organizer, or moderator for professional meetings.
 - f. Service on a national or international review panel or committee.
 - g. *Providing professional discipline-oriented services to individuals, couples, families or organizations.*

Specific SOE criteria for service performance before promotion to:

Associate Professor: must have demonstrated an appropriate contribution to public, university and/or professional service as evidenced through the criteria listed above.

Professor: Evidence of leadership in the service area is expected. contributions to departmental/school/ college/ university matters are expected as well as effective application of expertise to professional and public organizations.

G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and

*UAF School of Education Unit Criteria
Approved February 5, 2024 at Faculty Senate Meeting #277*

diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.