

## **COLLEGE OF HEALTH – SCHOOL OF NURSING**

### **Introduction**

This document defines the policies and procedures for faculty evaluation in the School of Nursing (SON), College of Health, University of Alaska Anchorage. The requirements and timetables for implementation of the evaluation process are dictated by negotiated contracts with the relevant bargaining unit (UAFT for faculty with a primary teaching assignment in the Associate of Applied Science (AAS) in Nursing; UNAC for faculty with a primary teaching assignment in the baccalaureate and graduate programs in Nursing Science). The faculty reviews UAA Policies and Procedures.

Materials contained in this document conform to the University of Alaska School of Nursing College of Health Faculty Handbook. Nothing in this document is intended to be in violation of Regents or University policy. It is recommended that faculty review those policies. They are currently available at: <http://www.uaa.alaska.edu/facultyservices/tenure/index>

Faculty in the SON are represented by both United Academics (UNAC) and University of Alaska Federation of Teachers (UAFT). Faculty teaching upper division courses in the Masters and Baccalaureate programs are members of United Academics. Faculty teaching only lower division courses in the Associate program are members of UAFT. All SON faculty members are licensed as Registered Nurses.

### **Faculty Workloads**

Full-time faculty members assigned to the AAS Program (bipartite work assignment) have two components to their workload: teaching and service. Eighty percent (80%) of their time is allocated to teaching and twenty percent (20%) to service. Full-time tenure-track faculty in the baccalaureate and graduate nursing programs (bipartite or tripartite work assignment) have three components to their workload: teaching, service, and research. Sixty percent (60%) allocated to teaching, twenty percent (20%) to service and twenty percent (20%) to research. Adjunct faculty member are employed to teach specific courses for a specified number of credits.

Faculty members receive their workload assignments for the term of their teaching contract from the SON Associate Director and/or Director and Dean of the College in a manner consistent with their bargaining unit contract.

### **Faculty Roles and Responsibilities**

Priorities of the SON faculty are to build a college of excellence in teaching and learning and to become a leader in undergraduate and graduate education. As such, SON faculty are committed and accountable to professional values, ethics, and standards as established by regulatory bodies.

### **Preparation of File**

It is the responsibility of the candidate to submit a complete and well-organized file for review. The purpose of the file is to present the faculty m

**Review Cycles**

**Abbreviated files** are submitted by

his/her field. The Dean will request in writing, letters of reference from each. The letters will be sent to the Dean

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#### Verification of Appropriate Degrees

- Only one degree (the one most relevant to the faculty member's current position) needs verification. Faculty may obtain a letter from OAA verifying the appropriate terminal degree.
- Either a letter from the awarding institution or a certified transcript is necessary to verify the degree. A copy of a diploma is *not* sufficient.

### **Timing of Reviews for Promotion & Tenure**

As detailed in the 2012 UAA Faculty Evaluation Guidelines, at hiring, each tenure-track faculty member is assigned a Mandatory Year of Review for tenure. This year is specified in the initial

offer letter. Faculty members may undergo review for tenure earlier than the mandatory year, but cannot go later than that year.

Teaching is to impart knowledge and skill to another person through instruction, example or experience. This is evident in the School of Nursing in many ways. When alternative efforts, such as development of simulations, are needed in teaching and learning activities, workloads are adjusted to reflect this increase work hours. Other types of teaching listed as

Article 12.1.3a

of the Collective Bargaining Agreement between the University of Alaska and United Academics-AAUP/AFT (January 2011 December 31, 2013) are also valued: building and developing curriculum and learning resources, mentoring students, advancing teaching excellence, and advancing student excellence.

Some of the informal teaching activities may overlap with Service or Research, such as when faculty are engaged in the Scholarship of Teaching and Learning, serving as formal teaching mentors to new faculty, or serving as program chairs. Curriculum and accreditation work is accomplished in School committee assignments.

The teaching activities and outcomes listed below fall into four academic ranks, but these guidelines should not be construed as rigid requirements.

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

- Application of teaching / learning principles
- Demonstrates current and accurate knowledge
- Maintains established office hours
- Maintains effective working relationships with agencies and their staff
- Implements learning experiences based on curriculum framework, course objectives and comprehension of teaching/ learning process.

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

- Develops effective teaching methods
- Documented contributions to course and curriculum development
- Serves on thesis committees
- Participates in course evaluation and/or revision
- Applies and shares nursing knowledge and clinical practice expertise in class and clinical teaching
- Promotes innovation in clinical and class teaching through clinical expertise
- Provides connections with clinical sites that foster closer communication and working relationships between nursing faculty and clinical sites.

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

- Serves a member or chair of thesis committees



Approved by Provost Elisha Baker IV for use of criteria in reviews 08-25-2014

specific professional competencies upon completion of the program. Faculty should be

**Contributes locally to the body of**

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## Professor

Faculty at the rank of professor independently (or as lead investigator) initiate, design, execute, and report original research. Their expertise on research is recognized nationally. Their research consultation is solicited by individuals beyond the local area (i.e., throughout the state or region). Examples include:

Continues demonstration of productivity through publication in refereed professional journals and presentations at national and international conferences.

Recognized by colleagues or experts as a senior researcher in areas of expertise.

Appointed to regional and national research review boards and committees.

Obtains significant external funding to support research interests.

Reputation for outstanding scholarship at local, regional and national level.

Serves as editor or on editorial board for professional journal.

Mentors junior faculty.

Authors book.

Participates in multidisciplinary committees to develop model policies for clinical practice.

Has a documented pattern of leadership as chair and member of thesis committees, successfully guiding students through the research process.

## **Criteria for Tenure**

Candidates for tenure who are at the level of Associate Professor will be reviewed for evidence of sustained, long-term advancement in teaching, service and research/creative activity (as appropriate) at the level of associate professor and show potential for the future.

Candidates for tenure who are at the level of Professor will be reviewed for evidence of sustained, long-term advancement in teaching, service and research/creative activity (as appropriate) at the level of Professor and show potential for the future.

## **Appeal Process**

The candidate will have access to all information used in the evaluation, be notified of all peer committee meetings, and be provided copies of all findings and recommendations. Candidates have the rights of grievance and complaint. They shall have the opportunity to submit a written response to the findings and recommendations at each review level for consideration at the next level of review.

A UNAC-represented faculty member may appeal the final decision of a completed review via the grievance process or complaint process set forth in applicable article of the Collective Bargaining Agreement between the UNAC and the University of Alaska.

A UAFT-represented faculty member may appeal the final decision of a completed review via the grievance procedure set forth in the applicable article of the Collective Bargaining Agreement between the UAFT and the University of Alaska.

### **Mandatory Training for Reviewers**