

## **PART II**

### **SUGGESTIONS FOR PREPARATION OF FILES FOR 4<sup>TH</sup> YEAR COMPREHENSIVE AND DIAGNOSTIC REVIEW FOR RETENTION**

#### **A. General Comments**

The most important elements in a comprehensive review for retention are your performance and accomplishments in the teaching, research, and service areas of responsibility consistent with the expectations of your position. Second only to that is the file you assemble to present your work. Your file will be read by a number of people who may know little about your discipline and perhaps may not know you or your work. Your file should clearly present your record to those people. Administrators and peer unit members can judge your work ONLY from the information you present in your file.

Some specific kinds of information and some special forms are required contents in every file, and the order of their placement in the file is clearly listed on the "4<sup>th</sup> Year Comprehensive and Diagnostic Review Checklist" (see Part III, Appendix).

Additional required information such as past evaluations and student evaluation results must be gathered by you and assembled in the file as indicated on the checklist.

In addition to required content, you may include anything else you desire in your files, but you should keep in mind that a number of people must review a large number of files in a short time. Materials included should significantly add to the understanding of the nature of your position and your performance and achievements. Quantity and weight of supplementary information generally do not advance the strength of your application. Although the following are "comments and recommendations," not instructions, they do constitute useful advice from faculty and administrators who have reviewed files in the past:

- "Yellow sheets" containing student comments submitted as part of the IAS process are not very useful to reviewers.
- Two or three representative course syllabi are enough to satisfy the requirement and to give the relevant information to reviewers
- Two or three examples (e.g., journal articles) or products from your research/creative activities would be useful, at least to your unit peer review committee, but there is no need for a more complete set of "products" in the file.
- Include all written evaluations (and responses) received since your date of hire.

Be sure to photocopy all materials in your file since it will not be returned to you unless you specifically request that it be returned; and only that information that cannot be copied or replaced (like books) will be returned.

All materials in your file should be placed in a **2-inch 3-ring binder** to assure that the file remains intact through all the transfers among reviewers. Your name, the name of your unit, and the type of the review should be clearly labeled BOTH on the cover and on the spine to assist reviewers (i.e. John Doe, College of Liberal Arts, 4<sup>th</sup> Year Comprehensive and Diagnostic Review, 2002-03).

**B. Parts of the File**

Following are comments that address the various parts of the file as listed on the Checklist. Please prepare your file with a “tab” for each of the twelve parts described below. For clarity, the numbers correspond to the numbers on the checklist.

**1. 4<sup>th</sup> Year Comprehensive and Diagnostic Review Checklist**

This form not only lists the materials to be included; it also sets forth the sequence in which the materials are to be assembled in the binder.

Please note that *the form, itself, is the first item in the file*. The faculty member should fill in the information requested at the top of the form and check off those items included (Numbers 1 through 7) at the time the file is submitted to the dean or director.

**2. Summary of Recommendations Form**

Fill out the personal information at the top of the form as requested. *Do not mark any part of the chart at the bottom of the page.*

**3. Special Unit Criteria, Standards and Indices**

If your department or college/school has formally prepared unit criteria, standards and indices, which have been officially accepted and approved by the UAF Faculty Senate, please include a copy in your file. If you have any questions about whether or not special unit criteria, standards and indices exist for your discipline, please check with your dean/director or the Governance Office.

**4. Activities Report for 4<sup>th</sup> Year Comprehensive Review**

Listed below are the general topics for which you are asked to provide information. Item D in Part III, Appendix contains a form which includes these topics. To aid the evaluators in their review of your file, please use the form to prepare your Comprehensive Activities Report. Material that covers the period since initial hire should be included. *Note that this format of these guidelines must be followed.*

***Organization and Content of Activities Report for 4<sup>th</sup> Year Comprehensive Review*****1. Personal Information****2. Workload**

Table 2.1 Workload Summary

**3. Teaching**

Table 3.1: Instructional Activities

Table 3.2: Graduate Committee Chair

Table 3.3: Student Advising - Graduate and/or Undergraduate

**4. Research, Creative and Other Scholarly Activities**

Table 4.1: Publications

Table 4.2: Publications IN PRESS

Table 4.3: Professional Creative Activities

Table 4.4: Sponsored Projects/Commissions

Table 4.5: Other Scholarly Work

Table 4.6: Conference/Meeting Participation

**5. Public, University and Professional Service**

Table 5.1: Public service

Table 5.2: University service

Table 5.3: Professional service

**6. Professional Development**

## 7. Honors and Awards

### 5. Self-Evaluation

It is your responsibility to prepare and include a self-evaluation of your contributions and achievements within each of the areas of responsibility required for your position and your progress toward meeting relevant criteria (either the general UAF criteria or the special unit criteria, standards and indices in Section 3 of your file). It provides an opportunity to describe the expectations placed upon you and your success in meeting those expectations, from your perspective. Questions that should be addressed include: What were you assigned to do? What did you or were you able to do, and why?

In this self-evaluation, it is appropriate to note any special assignment or responsibilities and identify the nature of your position (tripartite or bipartite appointment or focused special academic rank). If your duties are strongly weighted in one area of responsibility, the reasons for this assignment can be explained here. It is also the appropriate place to note and adequately justify any exceptions to eligibility or procedural requirements reflected in your application.

Note that the emphasis for this part of the application is "self-evaluation," not a "narrative activities report."

6. **Peer, Student and External Evaluations** The following items should be included in this section.
- a) Past Evaluations – include copies of all past evaluation since initial hire.
  - b) Student evaluation (IAS) summaries. Please include IAS summaries for all courses taught during this review period and organize them chronologically. Please include an explanation for any missing forms.
  - b) Peer evaluation of teaching, if available.
  - c) Course syllabi. Include a representative sample of course syllabi for courses taught during this review period.
  - d) Examples/Evidence of research/creative activities
    - e) External evaluation of service activities.
    - g) External Reviews, Honors, and Citations

### 7. Curriculum Vitae

A current curriculum vitae must be included with this section.

### 8-12. Levels of Review

Please refer to the Checklist. *You should prepare a separate, labeled divider for each review level indicated on Checklist items 8 through 12. Place the appropriate "Unit Member's Comments" form in the binder after the corresponding divider. The recommendation from each level of review will be placed in your file by the dean's office (first two levels) or the Office of the Provost (remaining levels of review).*