

COLLEGE OF BUSINESS & PUBLIC POLICY

University of Alaska Anchorage

Faculty Evaluation Criteria and Guidelines: Teaching, Service and Intellectual Contributions

This document is to be used in conjunction with the Policies of the University of Alaska Board of Regents (Regents) and the University of Alaska Anchorage (UAA), and the collective bargaining agreements between the University and legally recognized faculty union(s). If a conflict exists between these policies and the others, then the others shall prevail. Requirements addressed in those documents are not repeated herein. Reviewers and candidates are required to consult those documents as necessary.

Implementation Date: 2009

Revision Approved by College of Business & Public Policy on December 8, 2008.

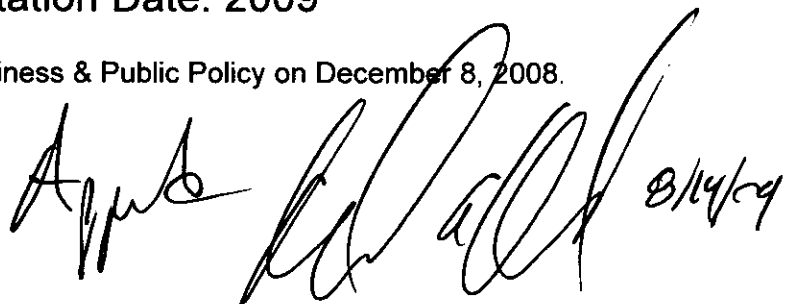
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I. Goals of Faculty Reviews

The overall goals of faculty reviews are to guide and motivate faculty to meet or exceed the minimum performance requirements of their workload agreements. As such, each faculty member shall be evaluated independently and shall not be compared to, or ranked against, other faculty due to the unique nature of individual appointments, workloads, resources, and responsibilities.

The goals of reviewer's comments shall be to evaluate progress, provide feedback, and/or identify needed changes for retention, promotion and tenure under these standards. The purpose of post-tenure review is to ensure that faculty continue to perform at a level appropriate for academic rank.

Performance evaluations are not simply checking numerical scores or article counts, although achieving those minimums constitutes a presumption of successful performance. Professional judgment is required by reviewers in assessing the quality and quantity of performance above the minimums, particularly to demonstrate exemplary performance, and such definitions necessarily remain subjective to a degree.

Faculty hired at the rank of Associate or Full Professor must meet the same standards for tenure as he/she would for promotion to that rank.

II. Review Procedures

The procedures for each type of review and requirements for time in rank and service at UAA are addressed in Regents' Policy, UAA Policy, and collective bargaining agreements and guidelines.

The Regents' Policy, UAA Policy, and the College of Business & Public Policy Faculty Criteria and Guidelines may be found at:

<http://www.uaa.alaska.edu/facultyservices/tenure/index.cfm>

The collective bargaining agreements may be found at:

<http://www.alaska.edu/hr/labor/index.xml>

The appendix in this document specifies the terminal degrees acceptable for each department or area of responsibility.

The Peer Review Committee shall consist of five members from the College of Business and Public Policy. Four members shall be appointed by the Dean in accordance with UA and UAA policy and the respective collective bargaining agreements and one member shall be of the candidate's choice.

III. Successful Performance

1. Teaching

The minimum standard for successful teaching is evidence that a majority of students achieve the stated learning objectives for the course, that the classroom environment is conducive to learning, and that the course content is up to date. This requires faculty members to maintain currency in their discipline and classroom performance by meeting academic or professional qualification criteria. Instructors are encouraged to take risks by experimenting with innovative pedagogical approaches and should not be punished for unsuccessful innovations. However, they are expected to learn from their mistakes and overall to be successful.

Teaching activities include:

- Delivery of formal classroom undergraduate and graduate courses for which university credit is given;
- Additional teaching and tutoring outside the normal classroom sessions (e.g., review sessions, study groups, guest lectures in other courses, etc.);
- Delivery of non-credit courses, lectures, seminars, or training sessions;
- Development of new or special courses, or development of teaching aids such as manuals, guides, and media presentations, including computer-based applications and distance delivery;
- Academic advising and supervision of independent study, internships, and graduate projects;
- Professional development in support of teaching, including continuing education, participation in pedagogical workshops and seminars, and other methods of keeping current in the field, including self-study;
- Student outcomes assessment as a part of the normal conduct of classes.

Teaching evaluations need to take into account such factors as the number of preparations and differing class sizes or characteristics. Teaching effectiveness shall be evaluated on the basis of the faculty member's course objectives, course organization, presentation of material, efforts to keep current in their subject matter, and student evaluations. Evaluations shall include a review of all relevant attributes and may not rely solely or primarily on surveys of student opinions of teaching. Documentation to support all attributes of teaching performance is required. Faculty members who perform below this standard are expected to demonstrate improvement over time.

Due to differences in course content and/or structure, the full array of measurement criteria listed below may not apply to all situations.

Supporting documentation may include:

- Faculty's written short- and long-term goals and teaching objectives;
- Faculty's self-review to assess success or achievement of teaching objectives and goals;
- Course syllabi, including course objectives, course organization and presentation of material;
- Examples of teacher lecture notes, handouts, assignments, and examinations;
- Teaching awards;
- Documentation of the use and effectiveness of media in teaching (e.g., computer applications);
- Documentation to support development of innovative teaching techniques;
- Documentation to demonstrate implementation of student outcomes assessment;
- Evidence of out-of-classroom assistance provided for students;
- Student course evaluations and summaries;
- Letters, notes and written comments from former students;
- Letters from UAA faculty and external peers.

Documentation of development of academic curricula may include:

- Evidence of new course development;
- Evidence of curriculum or program development or revision;
- Written feedback from other faculty and peers.

Documentation of effectiveness in student advising may include:

- Documentation of number of student advisees;
- Evidence of participation in UAA advising and counseling training seminars and workshops;
- Evidence of participation in UAA advising sessions;
- Feedback from current and former advisees;
- Feedback from UAA faculty and peers.

Documentation of professional development to support teaching may include:

- Evidence of successfully completing additional degrees, certificates, and courses related to the faculty member's teaching responsibilities;
- Documentation to support participation in teaching improvement programs, seminars, conferences, etc.;
- Documentation of self study and independent research to keep current or to advance one's knowledge and teaching skills;
- Attendance and participation at professional meetings, workshops, seminars, training sessions and conferences.

2. Service

The purpose of evaluating service performance is to encourage faculty to actively apply their knowledge and skills to *help others*. Service reflects favorably upon UAA, the College, and its constituencies.

Service includes:

- University service,
- Service to the faculty member's profession, and
- Service to the community for which no significant payments for services are received.

Faculty participation in all categories is desirable. However, we encourage faculty to pursue service where they can be most productive and beneficial. Extensive participation and contribution in one or two categories of service may offset limited participation in the other area(s).

The minimum standard for successful performance is evidence that the faculty member is using his or her knowledge and skills to help others in the community, university and profession, and that the time committed to these activities is consistent with the workload. Leadership and evidence of active contributions (outputs) are to receive greater credit than simply being a member in organizations or on committees. Leadership may be demonstrated by initiating or taking charge of tasks and successfully motivating others, as well as chairing committees and undertaking special projects or assignments.

University service includes all activities internal to UA that help achieve the mission of the University, including service to students, faculty, staff and administrators. Examples include, but are not limited to, committee assignments, participation in faculty governance or union activities, task forces or special projects, and assessment activities.

Service to the profession includes activities in local, regional, national, or international professional associations, groups or organizations, and other contributions to the academic and practitioner community outside the University and within in the faculty member's discipline or area of teaching or research. Examples include but are not limited to the following:

- Holding office, serving on boards, and serving on committees in professional associations;
- Serving as reviewer, discussant and session chair at professional meetings or for journals;
- Reviewing articles, chapters, textbooks and trade books for editors or publishers;
- Membership and/or participation in professional organizations.

Service to the community includes all other service not counted within University service or service to the faculty member's profession. This includes, but is not limited to service to elected officials or candidates for elected positions, public agencies, schools, private businesses, not-for-profit or charitable organizations, public interest groups, community groups, trade associations, labor organizations, and the general public. Community service activities include, but are not limited to:

- Serving as an officer or director of groups or organizations;
- Delivering off-campus lectures, speeches, seminars, tutoring or training sessions;
- Providing unpaid consulting services (see below).

Reviewers should give primary emphasis to rewarding service activities that make use of, or apply the faculty member's professional knowledge and skills. Service may also include help and assistance provided to others not directly related to the faculty member's professional skills and discipline.

We encourage faculty to continue gaining direct practical experience in their teaching area or discipline, either through field research, service or consulting. However, successful consulting does not substitute for unsuccessful performance in other areas. Faculty wishing reviewers to consider consulting activities in evaluating teaching, service or intellectual contributions must describe how the specific consulting activity contributes to development of professional competence in each review category.

Consulting includes professional activities outside the University for which a faculty member receives compensation. Receipt of nominal honoraria, use of facilities, products or services at no significant additional cost to the provider, and reimbursement of direct expenses shall *not* be deemed "compensation". A reasonable amount of time performing consulting in addition to regular duties during contract periods, or consulting outside contract periods, may be desirable for professional development.

3. Intellectual Contributions

The purpose of evaluating intellectual contributions (ICs) is twofold: (1) to ensure that every tripartite faculty member meets professionally recognized standards of scholarship, and (2) to encourage faculty to make intellectual contributions on a continuing basis in line with the College's mission and the individual's workload agreement, and to make those outputs publicly available.

The candidate should provide documents to support his or her intellectual contributions. The candidate's intellectual contributions should be primarily in his or her discipline. The minimum output for a successful evaluation in any given five

year period is two (2) items from Category A and three (3) more from either Category A and/or Category B.

All items considered in Category A must meet the following standards:

1. Publication. Published item must be publicly available, either in print or in a comparable alternative medium.
2. Externally reviewed. External review is defined as being independent of UAA or the faculty member. For any publication, the candidate must demonstrate that the item being considered was scrutinized by a peer or peers (for scholarly merit) before acceptance.
3. Significant individual contribution. In the case of shorter documents (five pages or less) or those with more than three authors, the candidate must provide evidence that he or she was responsible for substantial input, effort, or creative thinking.

Category A

- Academic journal articles
- Books
- Professional or trade journal articles clearly grounded in applied research or practice in the candidate's area of expertise
- Chapters in books clearly grounded in the candidate's academic area of expertise
- Research monographs
- Cases in journals

Category B

- Conference proceedings
- Conference presentations
- Professional or academic presentations
- Book editing in areas related to the candidate's area of expertise
- Published book reviews in areas related to the candidate's area of expertise
- Published teaching or instructional materials (e.g., instructor's manuals, study guides, companion CDs, "how to" books)
- Instructional software
- Reports based on grants or contracts written and funded through non-UAA sources

If the candidate wishes to include an item not listed above or include an item from Category B as an item in Category A, the burden of proof lies with the candidate to demonstrate why that exception should be made.

Acceptance letters from publishers or editors shall be acceptable proof of publication. Reviewers of the candidate should focus on the candidate's overall performance and progress towards meeting the standards. Meeting the minimum standards is successful performance.

Variations in Workload or Review Period

All tripartite faculty are expected to meet the foregoing successful performance standards over the course of their review period. Faculty with a workload greater than 20% research must meet the same minimum standard and produce additional ICs consistent with their workload. Category B work products may constitute successful performance for externally funded grant or contract research.

To be considered/included in the review period for promotion and/or tenure, years in rank brought in from other comparable institutions must be negotiated and documented at the time of initial appointment.

IV. Exemplary Performance

Exemplary performance means performance beyond successful in all workload areas. Professional judgment is required by reviewers in assessing the quality and quantity of performance above the minimums, particularly to assess exemplary performance.

1. Teaching

Exemplary performance in this area should be based on the overall quality of courses taught. Evidence of quality may be indicated by, but is not limited to, the following:

- Rigor, comprehensiveness, and currency as demonstrated through syllabi;
- Teaching awards and recognitions;
- Outside recognition of collective (not individual) student quality in courses (for example, competitions won by students groups, honors received by multiple students, and other external public recognitions);
- Outstanding efforts directed towards course design and development;
- Outstanding efforts directed towards development of course materials.

2. Service

Exemplary performance normally includes contributions in all three categories of service. Exemplary performance should be based on the level of responsibility and degree of commitment of time and effort. Demonstrated leadership is required. Evidence of leadership may be indicated by, but is not limited to, the following:

- Committee chair;
- Officer of an academic or professional association;
- Recognition of service by University, College or community or service organization.

3. Intellectual Contributions

Exemplary performance means a record of ICs in excess of the minimum standards for successful performance in this category. The primary basis for this determination is the quality of the contributions, though quantity is also valued. Achieving the minimums early is not, by itself, considered exemplary performance.

Evidence of quality may include, but is not limited to:

- Favorable comments by outside peer reviewers;
- The reputation of the publication in which the output appears (e.g. ranking of the journal in a discipline);
- Being cited by other authors;
- Awards;
- The item is included in libraries, or is available through recognized databases (e.g. ABI/Inform), or through outside Internet services;
- Favorable letters or e-mail from readers.
- ICs that make a special contribution to the college's mission or strategic objectives.

4. Status as Academically and Professionally Qualified

Maintaining the status of being both Academically Qualified and Professionally Qualified provides evidence towards exemplary performance in service and teaching.

V. AACSB Accreditation Expectations

AACSB accreditation standards look for business schools to produce "academic programs that demonstrate 'overall high quality' and support an environment of 'continuous improvement'" (see *Deploying PQ Faculty: An Interpretation of AACSB Standards*, Nov 2006, p. 2). The expectation is that "faculty, has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure

that this occurs, the school has a clearly defined process to evaluate individual faculty member's contributions to the school's mission (AACSB Accreditation Standards, January 31, 2007, p. 40). It is expected that all faculty members assume the responsibility for maintaining their intellectual capital. "Obtaining and maintaining academic or professional qualifications is a function of both original academic preparation and subsequent activities that maintain or establish preparation for current teaching responsibilities" (see Deploying PQ Faculty: An Interpretation of AACSB Standards, Nov 2006, p. 3).

1. Qualifications at Time of Hire

Faculty hired to teach courses for the College are expected to meet one of the following sets of criteria at the time of hire. These criteria apply to faculty hired on or after July 1, 2008. Faculty hired before July 1, 2008 are assumed to have fulfilled these criteria at time of hire.

- A. Academically Qualified: (1) Possesses a terminal degree or provides evidence that a terminal degree will be completed within the first year of hire; and (2) meets the minimum output criteria for intellectual contributions as stated in the CBPP Faculty Evaluation Criteria and Guidelines or has completed a terminal degree within the past five years.

or

- B. Professionally Qualified: Possesses a master's degree or higher terminal degree in a field related to the area of teaching assignment and professional experience of duration and responsibility sufficient to provide the intellectual capital required to contribute to the teaching mission of their department/program and the college.

2. Maintenance of Currency

Faculty are expected to maintain currency and relevance in their discipline. The following criteria will be used to evaluate maintenance of currency and relevance.

- A. Faculty hired as Academically Qualified must meet the minimum output criteria for intellectual contributions as stated in the CBPP Faculty Evaluation Criteria and Guidelines over the previous five year period.
- B. Faculty hired as Professionally Qualified must participate in significant and continuous development activities that maintain their intellectual/professional capital within the relevant discipline during the previous five years. Appropriate activities include the following:
 - i. Held an executive-level position within a public, private, or not-for-profit organization;
 - ii. Provided professional consultancy services;
 - iii. Participated on public, private, or not-for-profit corporate boards;

- iv. Volunteered regularly for professional service to public, private, or not-for-profit organizations;
 - v. Maintained professional certification(s);
 - vi. Participated in continuing professional development; and, along with the above,
 - vii. Authored or co-authored pedagogical or discipline-related intellectual contributions as defined by CBPP Standards.
- C. ISER faculty may be exempted from AQ and PQ criteria provided they are not teaching during their review period.
- D. In response to a college need, faculty may, in consultation with their department chair and dean, have the option of changing between AQ and PQ status.

In order to assist the faculty in maintaining currency and relevance in their discipline, faculty will complete and submit an annual summary documenting their activities and their AQ or PQ status. This form will be submitted through the appropriate CBPP administrative channels at the same time workload agreements are submitted. (Note: completed workload agreements are required to be submitted to the Office of Academic Affairs no later than the last day of the previous contract year for faculty represented by United Academics and September 15 of the current year for faculty represented by UAFT . The CBPP Dean's office will notify faculty of an earlier college due date to facilitate processing.)

The AQ/PQ reporting form, along with the workload agreement will assist each faculty member and the Dean in developing short-term and long-range plans to ensure appropriate levels of support for faculty to achieve or maintain currency and relevance in their discipline.

VI. Appendix

Terminal and Appropriate Degrees

All terminal and master's business degrees must be from AACSB accredited institutions or a foreign equivalent. The search committee, in consultation with the dean, will determine the equivalence of a foreign degree. All non-business terminal degrees must be from an institution whose business program is accredited by the AACSB or from a program accredited by an association comparable to the AACSB.

The area of teaching and research responsibility shall define the discipline.

Accounting

Terminal degree: Doctorate in Accounting. For those individuals teaching taxation the terminal degree shall be: (1) an LL.M. in taxation and a CPA; or (2) a JD or LL.B. with an accounting master's degree.

Master's degree: Master's in Accounting or Taxation or an MBA with a CPA.

Business Administration

Terminal degree: Doctorate in an appropriate discipline. A JD or LL.B. is an appropriate degree for those individuals teaching business law.

Master's degree: MBA, MA, or MS in an appropriate discipline (note: an MBA without discipline concentration is insufficient)

Economics

Terminal degree: Doctorate in economics.

Master's degree: MA or MS in economics.

Logistics

Terminal degree: Doctorate in Logistics, Supply Chain Management, or a related discipline.

Master's Degree: MS, MBA or MA in Logistics, Supply Chain Management, or a related discipline.

Management Information Systems

Terminal degree: Doctorate in an appropriate discipline.

Master's degree: MBA, MA or MS with a concentration in an appropriate discipline.

The appropriateness of a discipline shall be based on the quality of the match between teaching responsibilities and the degree discipline. Research focus must be substantially within the MIS area.

Exceptions can be made to the Master's degree requirement if there is substantial evidence of academic preparation and professional experience relevant to the teaching assignment. The professional experience must be significant in duration and level of responsibility, and be current at the time of hiring.

Public Administration

Terminal Degree: Doctorate in Public Administration or other discipline relevant to the particular position.

Research Centers

Terminal Degree: Will depend on the nature and term of appointment.