

March 10, 2000

FACULTY REVIEW

CRITERIA

*AND*

GUIDELINES

*FOR THE*

COMMUNITY AND  
TECHNICAL COLLEGE

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## **INTRODUCTION**

This document is to be used with the UAA and Board of Regents policies. If there is a conflict between the Community and Technical College (CTC) document and the policies, then the policies will prevail.

Current UAA Policy requires Schools and Colleges to detail Procedures and Guidelines for the Faculty Review Process as it relates to Promotion and Tenure. This document has been prepared by a special Task Force representing faculty within the University of Alaska Anchorage, Community and Technical College. These Procedures and Guidelines are designed to provide working definitions, as well as elaboration and clarity, to the UAA Policies and Procedures Relating to Appointment, Review, Promotion and Tenure (Faculty Handbook). This document does not supersede UAA Policies in any way and, in fact, the Procedures and Guidelines are consistent with the current UAA policies as well as Board of Regents policies.

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## **PHILOSOPHY AND PURPOSE OF FACULTY REVIEW**

Mission statements of the University of Alaska Anchorage and the Community and Technical College inherently suggest the development of a constructive faculty review process. This process designates clear criteria for faculty professional development relative to University recognition of retention, periodic review, tenure, and promotion.

Faculty are annually reviewed for particular participation in the development, dissemination, and application of knowledge and skills by demonstrating quality instruction, provision of quality programs, and active participation in service to the college and community.

The review procedures were developed with the basic assumption of trust that all eligible faculty will be tenured and promoted when requirements for such advancement have been satisfied.

The review process is intended for each faculty to present their particular accomplishments for review when applying for retention, periodic review, tenure or promotion. Data required for such a review may also be submitted by individual faculty, if necessary, when one is considered for salary advancement.

## **THE REVIEW PROCESS**

1. Order of the CTC faculty review process.
  - a) Anchorage Campus.
    - i) Division and/or Department Chairperson.
    - ii) The CTC Peer Review Committee.
    - iii) The Dean of CTC.
    - iv) UAA Faculty Review Committee. \*\*
    - v) Provost \*\*
    - vi) Chancellor. \*\*
  - b) Extended Site Campuses.
    - i) Campus Director.
    - ii) The CTC Peer Review Committee.
    - iii) The Dean of CTC.
    - iv) UAA Faculty Review Committee. \*\*
    - v) Provost. \*\*
    - vi) Chancellor. \*\*
2. Peer Review Committee members must have tenure and rank at or above the rank to which candidates seek promotion: Tenured associate professors may be elected if there are insufficient numbers of professors to staff the committee.
3. The CTC Peer Review Committee shall consist of five elected members, representing a cross-section of CTC faculty and disciplines. The committee must include at least one representative from the candidate's career track, either academic or vocational.
4. Committee members shall be elected by the faculty. Elections shall be held annually during spring semester. Terms will be for two years.
5. The Peer Review Committee will submit its completed review to the Dean of the College.
6. The Dean of the College will complete his/her review of the application, thus completing the college level review process. The application will then be forwarded to the next level for review.

**\*\* Promotion and Tenure only.**

# **GUIDELINES FOR EVALUATING TEACHING, SERVICE, RESEARCH, AND CREATIVE ACTIVITY**

Teaching, service and research/creative activities of the faculty members being considered under these processes cover a wide range of workload assignments and responsibilities often designed to meet the specific needs of the particular discipline, program and/or campus. The Burden of evidence for demonstrating success before promotion to a higher rank rests with the candidate. For example, if a candidate has served as chair of a department, mere mention of the fact (or submission of an appointment letter) does not qualify as demonstration of *success* in the position. Accompanying narrative with discussion of scope, accountabilities, and achievements are necessary to aid reviewers in evaluating the *degree* of success for each undertaking submitted for review. In arriving at judgments about the quality of teaching, service, and research/creative activities of these faculty members, evaluators shall review evidence supplied by the candidate from varied sources. The most reliable and valid indicators of effectiveness may vary with the nature of the individual's assignment. The candidate is expected to present a file organized according to college and university guidelines, including appropriate documentation of teaching, service, and research. The organization of the file should contribute to easy viewing of the contents and overall readability.

The candidate should refer to the UAA Faculty Handbook, Section III Review process for a listing of materials that are required to be included in the review file. The most current version of the UAA Faculty Handbook can be found online at <http://www.uaa.alaska.edu/facultyservices/index.cfm>

The candidate must demonstrate through the promotion file that each component of the workload meets the relevant specified criteria for the appropriate rank ("potential for success", "successful", or "exemplary"). If so, the recommendation shall be to promote. If the recommendation is against promotion the reviewers shall state objectively how the candidate fails to meet the criteria.

## **REVIEW OF TEACHING ACTIVITIES**

Teaching includes instruction both in and out of the classroom, on and off campus, face-to-face and/or distance delivery. The components of teaching may include, but are not limited to, the following:

- Formal classroom teaching. This includes campus and off campus courses for which University credit is given and the number of student contact hours is defined.
- Individualized instruction. Examples are independent study courses, special courses, and courses by arrangement.
- Non-credit courses offered through the University that are part of the normal workload.
- Training or other seminars that are part of the assigned workload.
- Student advising of currently enrolled students as to course scheduling and matriculation.
- Program direction of graduate degree candidates; service on thesis committees.
- Distance delivery and course/curriculum.

- Program and curriculum development.
- Course development and revision.
- Instructional materials development, including laboratory manuals and media
- Presentations. Including laboratory manuals, media presentations, and distance education courses.
- Other teaching experiences such as short courses offered by the computer center or guest lectures.
- Supervision of student teaching, practicums, internships, or externships, adjunct faculty, or tutors.
- Preparation of program review, self-study report, or other accreditation documents.
- Non-traditional teaching activity distance delivery and course/curriculum development.
- Use of technology in the classroom – Computer Based Instruction, Computer Aided Instruction, Multimedia, Video, CD ROM, Laser Disk, or networks.
- Responsibility for a non-traditional credit program: e.g., developmental education.

#### ACTIVITIES WHICH MAY BE REPORTED:

The faculty member is encouraged to organize appropriate materials for review by attaching a short narrative which catalogs the materials and comments on their noteworthy features. The materials assembled by the faculty member should reflect instructional activities during the appropriate evaluation period. Following are examples of materials appropriate for the faculty member to submit for evaluation. The list is not exhaustive, nor is it expected that faculty will accomplish all items. The list is not a set of criteria nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- A list of classes taught during the review period and, if appropriate, comments on special class features.
- Evidence of teaching effectiveness collected from students and contained in the review file must include UAA course evaluation summaries for all courses taught within the evaluation period.
- Syllabi/course content guides.
- A list of manuals or other instructional materials which the faculty member has authored or prepared.
- A description of an innovative technique or teaching method of special merit.
- Evaluation of teaching by colleagues.
- Minor curriculum development and program planning activities.
- A description of new preparations.
- A description of major course revisions.
- Awards or other teaching recognitions.
- Evaluation of past students by standardized tests, by colleagues in subsequent courses, or by any data related to the period under review.
- Awards or recognitions received by past students.
- Evidence demonstrating the creation of student interest and involvement.
- Course evaluation procedures carried out by the faculty member.

- Other evidence the faculty member believes is relevant to the evaluation of her or his teaching along with a concise statement describing what the material shows about teaching effectiveness.
- Provides advising to students in both academic and occupational areas.



## REVIEW OF SERVICE ACTIVITIES

It is assumed that the level of service will vary among faculty but each member will make a contribution in this area and should work with his/her supervisor in defining the level and mix of service. Service may include the following but is not limited to:

### **University Service**

Service to the university can occur at many different levels. The following list is not exhaustive nor is it expected that faculty will serve at all levels. University service includes:

#### *Department*

- Major curriculum development and revision.
- Furnishes program support, program development.
- Provides training or instruction that is not part of the assigned teaching component.
- Coordinates program advisory committees.
- Maintains and repairs laboratory equipment.
- Supervises and furnishes support of laboratories.
- Supervises adjunct faculty and student aides.

#### *College*

- Serves on a college committee.
- Provides leadership on a college committee.
- Provides training or instruction that is not part of the assigned teaching component.
- Serves on Dean's council.
- Provides technical assistance to other college departments.
- Acts as liaison to the community or industry.

#### *Campus*

- Serves on a campus wide committee.
- Provides leadership on a campus wide committee.
- Provides training or instruction that is not part of the assigned teaching component.
- Provides technical assistance to other schools and colleges.
- Provides service to the Alaska Community College Federation of Teachers.

#### *Statewide*

- Serves on a statewide committee or task force.
- Provides leadership on a statewide committee or task force.
- Provides training or instruction that is not part of the assigned teaching component.
- Provides technical assistance to other schools and colleges.
- Provides service to the Alaska Community College Federation of Teachers.

## **Professional Service**

### *Compensated Professional Service*

Professional activity and consulting service are composed of compensated professional activity or consulting by a faculty member. Consulting service should be listed separately from professional community service as described below.

### *Uncompensated Professional Service*

Service to one's profession relates to or contributions in organized activities of the faculty members discipline. This includes membership, leadership, and participation in professional societies, associations, conferences, and meetings.

## **Community Service**

### *Professional Community Service*

Professional community service is a contribution made by a faculty member which requires competence and skill in their profession. General areas of professional service include technical assistance, evaluation, non-research consulting, public exhibition, professional advice and support to the public, organizational leadership due specifically to one's professional skills and background, and other activities which demonstrate the professional skills and competence of the faculty member.

### *General Community Service*

General community service is a faculty member's general community activities which demonstrate a personal commitment to the community. This may include activity or leadership in organized or ad hoc community service.

## **Activities Which May Be Reported:**

Generally, service activity should be described concisely. The faculty member will list activities under the applicable three categories. This list must contain documentation of service, a brief description of the activity, and level of effort provided. Letters, commendations, committee correspondence, meeting minutes, proposals and other products may also be included, as appropriate. The list is not exhaustive, nor is it expected that faculty will accomplish all items. The list is not a set of criteria nor is it weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

## **REVIEW OF RESEARCH/CREATIVE ACTIVITIES**

Certain faculty members may be assigned tripartite workloads that will entail projects in creative activities or research. Expectations about the extent and quality of these activities will vary for faculty members according to their rank, contractual agreement, and resources available. There is an extremely diverse range of research/creative products. Below are examples of activities and

products which constitute valid research/creative activity. The quality of creative products will be given careful consideration and may result in a particular research/creative activity receiving more or less recognition than other works.

### **Definition of Appropriate Research/Creative Activity**

The nature of research/creative activities and the standards for evaluating their quality must combine the traditions and interests of specific disciplines with more general concerns of the institution as a whole. It is important that the creative activities for different disciplines be defined and evaluated in a manner that faculty members, within and outside the discipline, perceive as generally fair and reasonable. Faculty members within the discipline should understand which creative activities are appropriate for meeting their contractual obligations and advancing toward tenure and promotion, and they should know the general way in which the quality of these activities will be judged. Faculty members outside the discipline should generally view these standards as neither too lenient nor too harsh. Unless explicit statements governing the nature of creative activities have been adopted and approved by the academic unit and the administrative process, the standards below will guide the review process.

#### **Examples:**

##### *Basic Research.*

Methodical studies and activities carried out with the primary intent and immediate consequence of augmenting and developing knowledge in any field. The results of basic research will contribute to theory and understanding and to the revision of knowledge and its accumulation. Out of all of this, in turn, may flow various procedures, formulae for action, devices, instruments, publications, and other outcomes.

##### *Applied Research.*

Methodical studies and activities that augment and develop knowledge but are carried on with the primary intent or immediate consequence of practical application.

##### *Development.*

Methodical activities and studies that augment and develop knowledge and the systematic use of knowledge, carried on with the primary intent and/or immediate consequence of designing and producing useful prototypes. The routine reapplication of procedures and formulae already worked out; the repetition of tests; the reproduction of existing designs and products; and the like, are all excluded from consideration as creative activities.

#### **Activities Which May Be Reported:**

Faculty members will include in their activity report information summarizing their research/creative activities over the review period and their research/creative productivity in terms of professional contributions during this time. The list is not exhaustive, nor is it expected that faculty will accomplish all items. The list is not a set of criteria nor is it weighted. Although types of activities are not weighted, the candidate should document the scope of the activity, the purpose

and expected outcome, the level of responsibility, the time frame, and any budget or monies attached to it. For example, involvement in a Title III grant proposal usually reflects a different level of contribution than involvement in a University of Alaska Natural Resources grant. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- Research activities not presently reflected in publications, presentations, or papers.
- Research products completed but not reported.
- Research products in progress.
- Research proposals in preparation.
- Reviews of research proposals for funding agencies.
- Reviews technical report written in fulfillment of the provisions of research related grants and contracts.
- Prepares and submits research proposals to funding organizations.
- Presents papers, presentations, or demonstrations at regional and national conferences. Reports ongoing or completed studies through presentations or poster sessions.
- Implements pilot projects or more advanced studies independently or in collaboration with colleagues.
- Participates in activities to develop research competencies.
- Consultation on research is sought by faculty members.
- Mentors other faculty.
- Develop Non-traditional teaching activity - distance delivery and course/curriculum development.
- Develop technological delivery methods of education -- Computer Based Instruction, Computer Aided Instruction, Multimedia, Video, CD ROM, Laser Disk, or networks.

### **Research/Creative Products:**

There exists a continuum of research/creative products ranging from papers presented at local meetings to publication of a major book. All types of research/creative productivity are to be valued, but some types will receive greater recognition than others. The candidate should document the scope of the activity, the purpose and expected outcome, the level of responsibility, the time frame, and any budget or monies attached to it.

Listed below are examples of research/creative productivity. Some products may vary greatly in the weight they receive depending on their scope. For example, in some disciplines the dollar value of a funded grant proposal may be a factor in the evaluation of the proposal. The quality of research/creative products will be given careful consideration and may result in a particular research/creative product receiving more or less recognition than indicated by the following list. All review stages are to avoid a mechanical application of the list below.

- Books (authored or edited)
- Refereed Monographs
- Funded Research Proposals
- Refereed Journal Articles
- Articles in Edited Books

- Refereed Proceedings
- Laboratory Manuals and Instructional Materials for Publication
- Non-Refereed Monographs
- Non-Refereed Journal
- Articles Reviews of Articles for Publication or Conference Presentation
- Reviews of Computer Software or Hardware
- Journal Comments and Notes
- Non-Refereed Proceedings
- Cases Published
- Research Reports
- Paper Presented at a Professional Meeting
- Annotated Bibliography
- Translations, Collections, Bulletins, Synopses, Abstracts, Books of Readings, Manuals, Journal Comments and Notes
- Grant proposals
- Receipt of extramural funding
- Final report for a grant
- Published a paper in ERIC
- Direct student theses, investigative project or other research
- Computer programs
- Computer Based Instruction, Computer Aided Instruction, Multimedia, Video, CD ROM, Laser Disk, or networks

#### **Preparing the Activity Report Research/Creative Section:**

Following the guidelines summarized in this text, research/creative activities and products should be concisely described. In addition to simply listing research/creative activities and products, the faculty member should include all honors and/or special recognition received from the professional community over the review period. A very brief statement (one or two short paragraphs) should be given relating the individual's research/creative contributions to the goals and objectives of his/her professional development and those of his/her department or Campus/College as a whole.

## **PROMOTION**

### **MINIMUM CRITERIA**

#### **Tripartite Academic**

The criteria listed below are intended as the minimum for determining eligibility for consideration for promotion. However, it is specifically recognized that University programs may require faculty whose education and/or experience may be different from the stated criteria. Exceptions to the minimum time in rank, terminal degree, or experience qualifications for rank must be fully justified through all review levels. The basis for exception shall be outstanding academic performance and/or outstanding professional experience.

#### **Assistant Professor**

Meet criteria for initial appointment to assistant professor (see Appendix A)

#### **Associate Professor**

Meet criteria for initial appointment to associate professor (see Appendix A)

or

Terminal degree in the discipline or appropriate field

and

Demonstrated evidence of successful college-level teaching, service, and research/creative activity

and

Five (5) years at the rank of associate professor, of which three (3) must be at UAA.

#### **Professor**

Terminal degree in the discipline or appropriate field. (see Appendix B)

and

Demonstrated evidence of exemplary teaching, service, and research/creative activity

and

Five (5) years at the rank of associate professor, of which three (3) must be at UAA.

#### **Bipartite Academic**

The criteria listed below are intended as the minimum for determining eligibility for consideration for promotion. However, it is specifically recognized that University programs may require faculty whose education and/or experience may be different from the stated criteria. Exceptions to the minimum time in rank, terminal degree, or experience qualifications for rank must be fully justified through all review levels. The basis for exception shall be outstanding academic performance and/or outstanding professional experience.

**Assistant Professor**

Meet criteria for initial appointment to assistant professor\*\*\* (see Appendix A)

**Associate Professor**

Meet criteria for initial appointment to associate professor (see Appendix A)

or

Master's degree in the discipline or appropriate field

and

Documented evidence of successful college-level teaching and service

and

Five (5) years at the rank of assistant professor, of which three (3) must be at

UAA. \*\*\*

**Professor**

Terminal degree in the discipline or appropriate field. A master's degree in the discipline or appropriate field shall be considered the terminal degree for former community college faculty who transferred to UAA under terms of Board of Regents' Policy 04.11.01 July 1, 1987 (see Appendix B)

and

Evidence of exemplary teaching and service

and

Five (5) years at the rank of associate professor, of which three (3) must be at

UAA. \*\*\*

**Bipartite Vocational Education**

The criteria listed below are intended as the minimum for determining eligibility for consideration for promotion. However, it is specifically recognized that University programs may require faculty whose education and/or experience may be different from the stated criteria. In special cases, 5-year degrees or certified advanced professional competency may be substituted for advanced degrees. Exceptions to the minimum time in rank, terminal degree, or experience qualifications for rank must be fully justified through all review levels. The basis for exception shall be outstanding academic performance and/or outstanding professional experience.

**Assistant Professor**

Meet criteria for initial appointment to assistant professor (see Appendix A)

or

Associate degree and competency-based professional credentials signifying recognized authority status in the field

and

Documented evidence of successful teaching and service

and

Two (2) years at the rank of instructor.

### **Associate Professor**

Meet criteria for initial appointment to associate professor (see Appendix A)

or

Master's degree or Baccalaureate degree plus 30 semester hours of systematic study, at least 15 of which are at the graduate level, or an equivalent amount of professional/technical recurrent training at an appropriate level

and

Documented evidence of successful teaching and service

and

Five (5) years at the rank of assistant professor, of which three (3) must be at UAA.

### **Professor**

Master's degree in Vocational Education or other appropriate field

and

Evidence of exemplary teaching and service

and

Five (5) years at the rank of associate professor, of which three (3) must be at UAA.\*\*\*

\*\*\* Calculating "time in rank" for years of service as a former community college faculty member shall be as follows. Total years in lanes A and B shall count for time in rank as instructor; total years in lane C shall count for time in rank as assistant professor; total years in lanes D and E shall count for time in rank as associate professor.

## **EVALUATION GUIDELINES**

### **Assistant Professor**

The key concept for promotion to Assistant Professor is "potential for success" where "success" means "resulted in a positive outcome." " 'Positive outcome' is defined as demonstrated success in substantially meeting criteria as reflected in the file." The candidate must demonstrate through the promotion file that each workload component meets this requirement.

#### *Teaching Criteria*

Participates in the development, delivery, and evaluation of instructional assignments.

#### *Examples of accomplishments that would indicate "potential for success" attainment of the criteria*

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.



- Develops effective teaching methods.
- Documents contributions to course and curriculum development.
- Provides instructional activities which demonstrate critical thinking and knowledge of the field.
- Documents positive rapport with students.
- Participates in course development appropriate to area of expertise and student need.
- Provides academic advising, educational planning, vocational/career counseling on an individual or group basis.
- Designs and teaches/facilitates credit/non-credit workshops, seminars, and short courses.
- Designs and develops and/or evaluates materials to enhance the teaching process (i.e., planning sheets, degree formats, etc.).
- Designs and delivers educational services to special student populations (i.e., Alaska Native, disabled, re-entry, economically disadvantaged, etc.).
- Receives positive peer or administrator review of course preparation and performance.
- Develops advising evaluators, placement, developmental studies, etc. for incoming and continuing students.
- Serves on committees.

#### *Service Criteria*

Participates in planning and implementing professional related or academic programs, projects, and committee activities.

#### *Examples of accomplishments that would indicate "potential for success" attainment of criteria*

The following accomplishments are representative of demonstrating "potential for success" in the performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- Serves on committees.
- Advises student organizations.
- Participates in the planning or implementing of professionally relevant special projects, programs, or curricular matter.
- Contributes to the climate for growth of the Campus/College.
- Gives presentations to community groups.
- Develops instructional programs for community group.
- Earns commendation for service contributions from recognized source external to the University.
- Serves on committees within a professional or community organization.

#### *Research/Creative Activity Criteria*

Has an identified area of research interest. Demonstrates productivity in research and/or scholarly activities, individually and/or in collaboration with colleagues.

*Examples of accomplishments that would indicate "potential for success" attainment of criteria*

The following accomplishments are representative of demonstrating "potential for success" in the performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments is expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- Researches defined area (pilot project or more advanced study) in which individual has command of literature and appropriate design and research methods.
- Reports ongoing or completed studies through presentations or product.
- Critiques of research projects by peers and others reflects competence.
- Implements pilot projects or more advanced studies independently or in collaboration with colleagues.
- Participates in activities to develop research competencies (e.g., course work or as an assistant in an ongoing project conducted by others).
- Encourages positive evaluation of the quality of critical thinking, interest in inquiry and writing skills by colleagues.

The candidate for promotion must thoroughly document all accomplishments of service.

**Associate Professor**

The key concept for promotion to Associate Professor is "successful," which means "resulted in a positive outcome." The candidate must demonstrate through the promotion file that each workload component meets this requirement.

*Teaching Criteria*

Provides leadership and guidance regarding curriculum issues and in the development, delivery, and evaluation of educational activity.

*Examples of accomplishments that would indicate "successful" attainment of criteria*

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- Colleagues recognize and seek out the expertise of this individual.
- Serves as a resource to other faculty in advising students.
- Demonstrates mature levels of critical thinking and contributes knowledge to the field.
- Demonstrates leadership in course and curriculum development activities.
- Serves as role model in providing academic advising, educational planning, vocational/career counseling on an individual or group basis.

- Demonstrates leadership in designing and teaching/ facilitating credit/non-credit workshops, seminars, and short courses.
- Demonstrates leadership in designing and developing and/or evaluating materials enhance the teaching process (i.e., planning sheets, degree formats, etc.).
- Provides guidance and direction designing and delivering educational services to special student populations (i.e., Alaska Native, disabled, re-entry, economically disadvantaged, etc.).
- Initiates course development appropriate to area of expertise and student need. Administering student cooperative education, internship, externship, or practicum programs.
- Provides technical assistance to other faculty, departments, schools and colleges, campuses, or the community.

#### *Service Criteria*

Demonstrates leadership in planning and implementing professionally related or academic programs, projects, and committee activities.

#### *Examples of accomplishment that would indicate "successful" attainment of criteris*

The following accomplishments are representative of "successful" performance of the above criterion. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- Chairs or provides leadership on a Campus/College committee.
- Serves as Campus/College representative to a community or regional organization.
- Takes responsibility for development of junior faculty.
- Develops an area of service that makes a recognizable impact on one of the missions of the Campus/College.
- Carries out administrative responsibilities skillfully as documented by peers and supervisors.
- Administers laboratories.
- Supervises adjunct faculty, tutors, and student aides.
- Provides leadership that generates a climate conducive to professional growth within the Campus/College.
- Serves on a major University committee.
- Serves as a University representative to a community, regional, or state organization.
- Actively participates in professional organizations.

### ***Research/Creative Activity Criteria***

Initiates, designs, executes, and reports original research independently or in collaboration with others. Provides consultative assistance related to research to faculty and/or other professionals. Expertise is recognized within the community, region, and state.

### ***Examples of accomplishment that would indicate "successful" attainment of criteria***

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- Research is published in refereed journals or professionally recognized publications.
- Reports research activities at regional and national meetings.
- Research projects or program evaluation projects are actively developed and implemented.
- Consultation on research is sought by faculty members.
- Authors chapter for book or entire book.
- Research proposals for external support are approved and/or funded.
- Non-research manuscripts are published as monographs, book sections, books, or articles.
- Reputation as an expert researcher is initiated.
- Serves as a guest editor of a journal issue.

The candidate for promotion must thoroughly document all accomplishments of service.

### ***Professor***

The key concept for promotion to Professor is "exemplary" which means "serving as a positive model for others." 'Serving as a positive model for others' is defined as: 1) provides leadership and expertise in matters relating to education and curriculum; 2) demonstrates leadership and influence in developing directions and policies related to professional and academic organizations." The candidate must demonstrate through the promotion file that each workload component meets these requirements.

### ***Teaching Criteria***

Provides leadership and expertise in matters relating to education and curriculum.

### ***Examples of accomplishment that would indicate "exemplary" attainment of criteria***

The following accomplishments are representative of "exemplary" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments is expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- Receives positive student evaluations.

- Requested by agencies and individuals outside the Campus/College as a visiting lecturer or as a consultant in curriculum/program development.
- Functions as an evaluator for other teaching agencies.
- Serves as a leader in areas such as content, curriculum development, program planning, and evaluation.
- Elective courses or course sections are well subscribed to or requested.
- Receives recognition and honors for teaching excellence.
- Teaching innovations, media, or testing materials widely used.
- Widely recognized for expertise in discipline area.
- Colleagues document that the candidate's teaching has been facilitated by role modeling or by active assistance.

#### *Service Criteria*

Demonstrates leadership and influence in developing directions and policies related to professional and academic organizations.

#### *Examples of accomplishment that would indicate "exemplary" attainment of criteria*

The following accomplishments are representative of "exemplary" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The burden of evidence for demonstrating success before promotion to a higher rank rests with the candidate. For example, if a candidate has served as chair of a department, mere mention of the fact (or submission of an appointment letter) does not qualify as demonstration of *success* in the position. Accompanying narrative with discussion of scope, accountabilities, and achievements are necessary to aid reviewers in evaluating the *degree* of success for each undertaking submitted for review. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- Provides leadership in the undertakings of the Campus/College.
- Represents the Campus/College at regional or national meetings.
- Recognized for administrative expertise.
- Evaluations by peers and colleagues across disciplines indicate effective leadership qualities.
- Chairs or provides a leadership role on a University committee.
- Chairs and/or serves on special review groups, task forces, and policy-making bodies.
- Recognized leadership in regional and national organization(s).
- Serves as a consultant to colleagues in area of expertise at regional, state, and/or national level.
- Contributes significantly to a major policy-making body.
- Provides leadership to a major University committee.
- Chairs or Coordinates Department.

#### *Research/Creative Activity Criteria*

Independently (or as lead investigator) initiates, designs, executes, and reports original research. Expertise on research is recognized nationally. Research consultation is solicited by individuals beyond the local area (i.e., throughout the state or region).

*Examples of accomplishment that would indicate "exemplary" attainment of criteria*

The following accomplishments are representative of "exemplary" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments are expected to increase with time in rank. The list is not a set of criteria nor is it exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

- Continued demonstration of productivity through publication in refereed professional journals or professionally recognized publications and/or presentation at national and international conferences.
- Recognized by experts as a senior researcher in areas of expertise.
- Appointed to regional and national research review board(s) and committee(s).
- 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.

## **APPOINTMENT TO TENURE**

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 and faculty continuity to the university. Tenure gives the full-time faculty member freedom to teach, to research, or to engage in public service, but it does not release him or her from the responsibility to maintain high standards of professional performance or conduct.

To be eligible for tenure, a faculty member must present evidence of successful teaching and service as specified in the applicant's workload agreements or as reflected in the applicant's activity reports.

A faculty member may request an evaluation for award of tenure during any year of service. However, a faculty member must be reviewed for tenure in accordance with the following.

1. Initial appointment to full professor. Faculty initially appointed to the rank of full professor will be awarded tenure at the time of appointment.
2. Initial appointment to associate professor. Initial appointment to the rank of associate professor may be made with or without tenure. Faculty receiving such appointment without tenure must be reviewed for tenure no later than the fourth (4th) consecutive year of service. Appointments to associate professor may continue beyond the fifth (5th) year only with tenure.
3. Promotion to associate professor. Non-tenured faculty undergoing review for promotion to associate professor must also be reviewed for tenure. Promotion to associate professor cannot be made without prior or simultaneous award of tenure.
4. Initial appointment to assistant professor. All non-tenured faculty appointed at the rank of assistant professor must be reviewed for tenure no later than the seventh (7th) consecutive year of service.
5. Initial appointment to instructor. Tenure may be awarded to faculty holding the rank of instructor. Time in the rank of instructor shall count toward tenure.
6. Change in bipartite or tripartite workload category prior to tenure. Faculty who desire to change the designated bipartite or tripartite workload category before being awarded tenure are required to meet the criteria for initial appointment (see Appendix A) to the rank in the workload category to which they wish to change.
7. Change in bipartite or tripartite workload responsibility after tenure. Tenure, once granted, shall not be affected by a change in bipartite or tripartite workload responsibility.
8. Denial of tenure. A faculty member may elect to stand for tenure under this process. In so doing, the candidate may withdraw at any step in the process prior to review by the Chancellor. If the decision of the Chancellor is to deny tenure, the faculty member shall be offered a terminal appointment.

## **RETENTION**

To be eligible for retention, the faculty member shall meet the criteria for initial appointment to the rank that he or she currently holds or meet the criteria for promotion to the rank he or she currently holds.

## **PERIODIC REVIEW**

To meet the standard for periodic review, the faculty member shall meet the criteria for initial appointment to the rank that he or she currently holds or meet the criteria for promotion to the rank he or she currently holds.



## **APPENDIX A**

### **INITIAL APPOINTMENT**

#### **Tripartite Academic**

The criteria listed below are intended as the minimum for determining eligibility for initial appointment. However, it is specifically recognized that University programs may require faculty whose education and/or experience may be different from the stated criteria. Exceptions to the minimum time in rank, or terminal degree, or experience qualifications for rank must be fully justified through all review levels. The basis for exception shall be outstanding academic performance and/or outstanding professional experience.

##### *Instructor*

Competence in the profession or discipline and the ability to effectively communicate training and subject matter to others. Appointees will hold minimum credentials appropriate to the discipline, such as professional certifications or licensure or appropriate academic degrees.

##### *Assistant Professor*

Terminal degree in the discipline or appropriate field (see Appendix B)

and

Evidence of a potential for successful teaching, service, and research/creative activity.

##### *Associate Professor*

Terminal degree in the discipline or appropriate field (see Appendix B)

and

Five (5) years successful performance at the rank of assistant professor, including evidence of accomplishment in the area of research/creative activity.

##### *Professor*

Initial appointment to the rank of professor is an extraordinary event. A professor may be appointed based on exemplary academic performance

and

Terminal degree in the discipline or appropriate field (see Appendix B)

and

national or international reputation for excellence within the discipline or field as demonstrated by evidence of outstanding performance in teaching, service, and research/creative activity

or

A national or international reputation for excellence within the discipline or field relevant to the proposed assignment may be grounds for such an appointment.

## **Bipartite Academic**

The criteria listed below are intended as the minimum for determining eligibility for initial appointment. However, it is specifically recognized that University programs may require faculty whose education and/or experience may be different from the stated criteria. Exceptions to the minimum time in rank, or terminal degree, or experience qualifications for rank must be fully justified through all review levels. The basis for exception shall be outstanding academic performance and/or outstanding professional experience.

### *Instructor*

Competence in the profession or discipline and the ability to effectively communicate training and subject matter to others. Appointees will hold minimum credentials appropriate to the discipline, such as professional certifications or licensure or appropriate academic degrees.

### *Assistant Professor*

Master's degree in the discipline or appropriate field  
and

Two (2) years documented successful teaching and service.

### *Associate Professor*

Master's degree in the discipline or appropriate field  
and

Eight (8) years successful teaching and service in an appropriate institution of higher education and evidence of professional development in the area of teaching or pedagogical related activities or creativity. Up to three (3) years of programmatic graduate study beyond the master's degree in an appropriate discipline may be substituted in partial fulfillment of the eight (8) years requirement.

### *Professor*

Initial appointment to the rank of professor is an extraordinary event. A professor may be appointed based on exemplary academic performance  
and

Terminal degree in the discipline or appropriate field (see Appendix B)  
and

Evidence of outstanding teaching or teaching related activity as evidenced by recognition by peers outside the institution, such as national or international awards for teaching or innovation in teaching, or the development of pedagogical materials adopted for use at other institutions of higher education  
or

A national or international reputation for excellence within the discipline or field relevant to the proposed assignment may be grounds for such an appointment.

## **Bipartite Vocational Education**

The criteria listed below are intended as the minimum for determining eligibility for initial appointment. However, it is specifically recognized that University programs may require faculty whose education and/or experience may be different from the stated criteria. In special cases, 5-year degrees or certified advanced professional competency may be substituted for advanced degrees. Exceptions to the minimum time in rank, or terminal degree, or experience qualifications for rank must be fully justified through all review levels. The basis for exception shall be outstanding academic performance and/or outstanding professional experience.

### ***Instructor***

Competence in the profession or discipline and the ability to effectively communicate training and subject matter to others. Appointees will hold minimum credentials appropriate to the discipline, such as professional certifications or licensure or appropriate academic degrees.

### ***Assistant Professor***

Baccalaureate degree in the discipline or appropriate field  
and

Two (2) years documented successful teaching and/or related work experience beyond the apprentice level in an area directly related to the faculty appointment.

### ***Associate Professor***

Masters degree in the discipline or appropriate field  
and

Three (3) years documented successful teaching  
or

Baccalaureate degree plus 30 semester hours of systematic study in a closely related discipline area, or an equivalent amount of professional/technical recurrent training at an appropriate level  
and

Five (5) years documented professional experience beyond the apprentice level in an area directly related to the faculty appointment.

### ***Professor***

Initial appointment to the rank of professor is an extraordinary event. A professor may be appointed based on exemplary academic performance  
and

Master's degree in vocational education or other appropriate field  
and

Six (6) years outstanding documented teaching and/or professional experience beyond the apprentice level in an area directly related to the faculty appointment  
or

A national or international reputation for excellence within the discipline or field relevant to the proposed assignment may be grounds for such an appointment.

## APPENDIX B

### TERMINAL DEGREES

#### COMMUNITY AND TECHNICAL COLLEGE

*The following list constitutes the terminal degrees for all disciplines within the Community and Technical College*

Discipline	Terminal Degree
Adult Basic Education	Master's degree in appropriate discipline
Agriculture(MSC)	Master's degree in appropriate discipline
Air Traffic Control	Master's degree in appropriate discipline
Architectural and Engineering Technology	Master's or five-year bachelor degree in appropriate discipline
Auto/Diesel Technology	Master's degree in appropriate discipline
Aviation Administration/Professional Piloting	Master's degree in appropriate discipline
Aviation Maintenance Technology	Master's degree in appropriate discipline
Dental Assisting	Master's degree in appropriate discipline
Dental Hygiene	Master's degree in appropriate discipline
Developmental Education	Master's degree in appropriate discipline
Electronics Technology	Master's or five-year bachelor degree in appropriate discipline
Fire Service Administration	Master's degree in appropriate discipline
Culinary Arts	Master's degree in appropriate discipline
Industrial Process Instrumentation (KPC)	Master's degree in appropriate discipline
Mechanical Technology (KPC)	Master's degree in appropriate discipline
Medical Assisting	Master's degree in appropriate discipline
Medical Laboratory Technology	Master's degree in appropriate discipline
Petroleum Engineering Aide (KPC)	Master's degree in appropriate discipline
Petroleum Technology (KPC)	Master's degree in appropriate discipline
Refrigeration and Heating (MSC)	Master's degree in appropriate discipline
Technology (Bachelor)	Master's degree in appropriate discipline
Vocational Education	EdD or PhD in appropriate discipline
Welding Technology	Master's or five-year bachelor degree in appropriate discipline

**DEGREES SPECIFIC TO DISCIPLINE AND  
THOSE DEGREES IN APPROPRIATE RELATED FIELDS**

Degrees will be in the specific disciplines, or in related fields as noted below:

**Air Traffic Control**

Associate degree: Air Traffic Control.

Baccalaureate degree: Air Traffic Control, Aeronautical Science, or Vocational Education, Professional Piloting with a minor in Air Traffic Control.

Master's degree: Air Traffic Control, Aeronautical Science or Vocational Education.

**Auto/Diesel Technology**

Associate degree: Auto and/or Diesel Technology.

Baccalaureate degree: Industrial Arts, Vocational Education or Trades and Industry; with major in Auto/Diesel area.

Master's degree: Adult Education, Vocational Education, or Engineering.

**Aviation Maintenance Technology**

Baccalaureate degree: Mechanical, Electrical or Aerospace Engineering Technology, Aircraft Maintenance Engineering or Mechanical, Electrical or Aeronautical Engineering, Vocational Education.

**Electronics Technology**

Associate degree: Electronics Technology.

Baccalaureate degree: Electronics Technology, Industrial Arts, Vocational Education, Electrical Engineering.

Note: Baccalaureate degree may be in an area outside the discipline if the Associate degree, or extensive documented experience, is in Electronics. In special cases, the department and the Dean will review and make determinations regarding appropriate degrees in this area.

Master's degree: Vocational Education, Electrical Engineering.

### **Culinary Arts**

**Associate degree: Food Service Technology, Culinary Arts.**

**Baccalaureate degree: Science, Education, Business, Management, Hotel Restaurant Management, with major or minor in an area of Food Service Technology, Culinary Arts, Dietetics, Food Science or related degree.**

**Master's degree: Vocational Education, Hotel Restaurant Management, Business, Management, Dietetics.**

### **Vocational Education**

**Master's degree: with emphasis in Vocational Education related area.**

**Doctorate: in a field related to Vocational Education and an undergraduate degree in a vocational area.**