UNIVERSITY OF ALASKA ANCHORAGE

COMMUNITY AND TECHNICAL COLLEGE

FACULTY EVALUATION GUIDELINES

Title and Approval Page

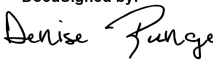This document is to be used with the University of Alaska Board of Regents Policy and the University of Alaska Anchorage Policies, Procedures, current collective bargaining contract, and Faculty Evaluation Guidelines that relate to faculty appointment, review, promotion, and tenure. If there is a conflict between the Community and Technical College Faculty Evaluation Guidelines and the policies, the policies will prevail.

DocuSigned by:

Raymond Weber   July 14, 2020

Raymond Weber, CTC Interim Dean

DocuSigned by:

Denise Runge   July 20, 2020

Denise Runge, UAA Provost

CTC Faculty Evaluation Guidelines

TABLE OF CONTENTS

CTC Faculty Evaluation Guidelines

COMMUNITY AND TECHNICAL COLLEGE FACULTY EVALUATION GUIDELINES

INTRODUCTION

Achieving the mission of the University of Alaska Anchorage (UAA) and the Community and Technical College (CTC) includes faculty engagement with a constructive review process. The CTC faculty review process designates clear criteria for professional development, which faculty members must meet for periodic review, tenure, and promotion.

Faculty members are reviewed based on the evidence for their participation in and their contributions to the development, dissemination, and application of knowledge and skills. The review procedures were developed with the basic assumption of trust that all eligible faculty members will be tenured and promoted when requirements for such advancement have been satisfied. The review process is intended for all faculty members to present their professional accomplishments for review when applying for annual evaluation, fourth-year, tenure, post-tenure, or promotion.

UAA policy mandates that the examination and evaluation of faculty work must be done within the context of the explicit goals of the institution as embodied in the mission and strategic plan. Faculty members must demonstrate a consistent pattern of high-quality scholarly achievement across the components of faculty responsibility and explain how their expertise and achievement have contributed to the unit goals and institutional mission. For the convenience of the faculty, the missions and goals of UAA and the Community and Technical College are listed in Appendix A.

Terminal Degree

The faculty in the Community and Technical College represent an extraordinarily wide range of disciplines. The College offers occupational endorsements; undergraduate certificates; associate, bachelor's, and master's degrees; and graduate certificates as well as developmental, preparatory, and general education courses. As such, defining the criteria for appointment and rank advancement for the CTC faculty requires discipline-specific academic and/or professional qualifications. For CTC, the "terminal degree" listed in Appendix B, by discipline, is defined as the academic and/or professional qualification that a faulty member must possess to be considered for promotion to the rank of Associate Professor and Professor.

Faculty Workloads

The annual workloads of all full-time faculty are created and approved according to the timelines and processes outlined in the most recent Collective Bargaining Agreement.

The Annual Activity Report provides a summary of the outcomes of a faculty member's work in a given year. It is directly connected to and viewed in the context of the Annual Workload Agreement. The activity report must address each item in the workload agreement; however,

the report may contain additional accomplishments not reflected in the agreement. Keep the following in mind:

- All faculty service should benefit UAA or a faculty member's discipline, craft, or professional field in some way. If the benefit is not obvious then the faculty member should provide narrative in the Annual Activity Report that explains how the service benefits UAA or the faculty member's discipline, craft, or professional field.
- Faculty members are not expected to show service in all three areas, public, professional and university, every year. For rank advancement to Associate Professor, faculty members are expected to show that they have served in two of these three service areas. For rank advancement to full Professor faculty members are expected to show that they have served in all three areas during the review period.
- Sometimes workload components could be counted in more than one area of a workload, such as being able to count in either teaching or service. Faculty members are encouraged to count a component in whichever category would be most beneficial to their advancement. The faculty members reasoning should be included in their narrative as any given reviewer may think that item should naturally belong somewhere else if no explanation is given.
- Only the most current copy of a revised workload is required to be included when submitting and Annual Activity Report. But it may be appropriate to include the original workload and/or any revised workloads if it helps the narrative of the annual activity report

Scholarship in Teaching, Academic Research, and/or Service

General UAA guidelines for scholarship can be found in the Faculty Evaluation Policies & Procedures (FEPP's). Specific CTC requirements for scholarship in teaching, academic research, and/or service can be found later in this document.

Professional Development as a Component of Teaching, Academic Research, and/or Service

The focus of CTC is on student success and high-quality education. It is important that the faculty keep current with the advances in their discipline. As a part of their workload, it is expected that each faculty member shall engage in professional development activities on a continuing, long-term basis.

Community Engagement as a Component of Teaching, Academic Research, and/or Service

Community engagement is central to CTC's mission. The CTC programs are closely connected to our community partners through our advisory committees. UAA policy emphasizes the value of community engagement as part of faculty roles and responsibilities and states that it should constitute a vital component of faculty evaluation considerations. General UAA information on community engagement can be found in the Faculty Evaluation Policies & Procedures (FEPP's).

CRITERIA FOR INITIAL APPOINTMENT and TENURE AND PROMOTION

Initial Appointment

Initial appointment of faculty to the proper rank is the crucial first step to the review for promotion and tenure. According to the Collective Bargaining Agreement (CBA), determination of a proposed rank for Initial Appointment is made by the University upon recommendation of the Dean. The criteria for each academic rank can be found in the Faculty Evaluation Policies & Procedures (FEPP's)

Prior to initial appointment at the ranks of Associate Professor or Professor, the C.V. for a proposed faculty member will be vetted through the department faculty who hold the same or higher rank and undergo review by the CTC Peer Review Committee. Both bodies will provide to the Dean a summary regarding evidence of the appropriateness of the proposed rank.

Tenure and Promotion

Faculty seeking promotion in rank and/or tenure are directed to review the Collective Bargaining Agreement for information, procedures, and timelines. Faculty should also review the UAA Faculty Evaluation Policies & Procedures (FEPP's) for the criteria required for each rank. It is the faculty member's responsibility to establish a case that supports the awarding of tenure and/or promotion. Therefore, a candidate must provide sufficient evidence to demonstrate that she or he has met or exceeded the criteria for the appointed rank and that scholarly accomplishments are likely to continue into the future.

SCHOLARSHIP IN TEACHING

It is expected that teaching will be demonstrated through some combination of one or more of the following aspects.

Instruction and Learning Experiences
- Teaching students in courses, laboratories, field experiences, clinics, studio classes, or web-based environments
- Teaching participants in workshops, retreats, seminars
- Managing a course (student assessment, student records, learning experiences)
- Applying effective instructional design strategies to teaching and learning
- Providing capstone, service learning, or community engaged learning opportunities
- Incorporating active learning and/or research experiences in the curriculum

Building and Developing Curriculum and Learning Resources
- Developing and revising outcomes-based curriculum and assessment
- Shaping teaching materials, manuals, software

CTC Faculty Evaluation Guidelines

- Designing and implementing new or varied delivery modes, including web-based and new media technologies
- Constructing resources to support distributed education and independent learning
- Selecting, organizing, and providing access to information resources in support of learning goals

Mentoring Students
- Advising students for academic success and career planning
- Providing opportunities and supporting students' research and scholarship
- Providing one-to-one instruction or tutoring
- Guiding capstone, service, and independent study opportunities
- Supervising research assistants and teaching assistants

Advancing Teaching Excellence
- Mentoring colleagues and observing their teaching
- Reviewing current literature and national standards in subject areas
- Planning and contributing to professional development activities related to teaching
- Shaping and improving assessment methods
- Consulting with colleagues on the selection and use of instructional tools, resources, and materials
- Conducting instructional and classroom inquiry
- Implementing ideas from professional development activities
- Using student feedback and self-reflection to enhance or change instructional practices

Advancing Student Excellence
- Writing letters of recommendation or nominating students for scholarships and awards
- Supporting students' accomplishments, such as Student Showcase, Undergraduate Research Grants, or presentations at professional conferences
- Serving as chair of graduate or undergraduate theses, and honors, or capstone project committees

Reporting Teaching Activity
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. The 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 evaluation period and, if appropriate, a comment on special class features should be included.

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 that 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
- Documentation of advising to students in both academic and occupational areas

Evaluation of Teaching Activities

The following information is intended as a general guide for candidates presenting their teaching activities and for the reviewers evaluating those activities. The quality and quantity of accomplishments are expected to increase with time in rank. The burden of evidence for demonstrating success before tenure or promotion to a higher rank rests with the candidate to present in the file. This list is not a set of criteria nor is it exhaustive or weighted.

Faculty members must demonstrate through the file that their teaching meets the specified criteria for progression towards tenure, fourth-year, post-tenure, or promotion to the appropriate rank. The following definition and example actions are intended as guidance for the candidate and reviewer by indicating the teaching performance expected for a particular rank.

CTC Faculty Evaluation Guidelines

Instructor:

An instructor demonstrates capable teaching and **meets contractual obligations** by:

Engaging
Participating
Performing
Executing

Examples of accomplishments that indicate "meets contractual obligations" criteria
- 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.
- Advising currently enrolled students as to course scheduling and matriculation
- Participating in community engagement or community-engaged learning

Assistant Professor:

Responds and contributes to identified educational needs primarily at the local level and takes action to improve their teaching effectiveness by:

Conducting and facilitating
Contributing to development
Refining
Improving
Participating in professional development
Effectively teaching

Examples of accomplishments that indicate "responds and contributes" criteria
- Lecturing and conducting classroom/lab activities that facilitate student learning
- Contributing to course and curriculum development
- Refining teaching practices
- Participating in teaching and learning professional development workshops
- Serving as an effective academic advisor to students
- Creating and delivering distance courses
- Engaging in other teaching experiences such as short courses offered by the computer center or guest lectures
- Developing and revising courses
- Participating in community engagement or community-engaged learning

CTC Faculty Evaluation Guidelines

Associate Professor:

Organizes, manages, and plays a key role in accomplishing tasks to meet educational needs beyond local levels and implements effective teaching strategies by:

Demonstrating, accomplishing
Facilitating
Adapting, revising, reviewing
Organizing
Delivering
Mentoring
Collaborating

Examples of accomplishments that indicate "organizes, manages, and plays a key role" criteria

- Demonstrating excellence in facilitating student learning
- Adapting new or innovative teaching practices, developing or revising outcomes-based courses
- Delivering contributions to teaching and learning development workshops
- Mentoring students in internship, professional development, research, or scholarly activities
- Providing peer review of teaching, mentoring, and curricular activities
- Collaborating with faculty from other disciplines on teaching and learning activities
- Offering non-credit courses offered through the University that are a part of the normal workload
- Offering individualized instruction. Examples are independent study courses, special courses, and courses by arrangement.
- Instructional materials, including laboratory manuals and media
- Engaging in non-traditional teaching activity, distance delivery, and course/curriculum development
- Using technology in the classroom – computer-based instruction, computer-aided instruction, multimedia, or other networks
- Participating in community engagement or community-engaged learning

Professor:

Identifies, initiates, and plays a leadership role in developing solutions to meet educational needs at the highest levels and designs effective teaching strategies by:

Initiating, leading
Developing, innovating, identifying
Effectively mentoring
Planning, organizing
Establishing frameworks

Presenting

Collaborating

<u>Examples of accomplishments that indicate "identifies, initiates, and plays a leadership role" criteria</u>

- Directing program of studies for graduate degree candidates; servicing on thesis committees
- Initiating new or revised curriculum
- Developing innovative ways of teaching subject matter
- Mentoring other faculty in teaching and learning activities
- Planning, organizing, and leading teaching and learning or curriculum development workshops
- Effectively mentoring of diverse students toward academic, professional, and personal goals
- Developing exemplary internship or professional development programs
- Establishing frameworks for peer and student review of teaching, mentoring, and curriculum
- Collaborating with faculty on the development of teaching and learning materials.
- Developing programs and curriculum
- Training or other seminars that are part of the assigned workload
- Creating presentations, including laboratory manuals, media presentations, and distance education courses
- Supervising of student teaching, practicum, internships or externships, adjunct faculty, or tutors
- Preparing of program reviews, self-study reports, or other accreditation documents
- Taking responsibility for a non-traditional credit program: e.g., developmental education
- Establishing and developing community partners for enhanced learning experiences
- Participating in community engagement or community-engaged learning

SCHOLARSHIP IN ACADEMIC RESEARCH AND CREATIVE ACTIVITY

Academic research and creative activity are vital to the mission of advancing knowledge, supporting teaching and learning, and promoting the application of knowledge in ways that benefit our local communities and broader society. Faculty members may be assigned a workload component that will entail high-quality projects in creative activities or significant academic research as appropriate to their discipline, craft, or professional field.

Academic research and creative activity may be generated through all forms of scholarship and result in an extremely diverse range of products. The quality of these products will be given

careful consideration. It is expected that academic research and creative activity will be demonstrated through some combination of one or more of the following six categories.

Conducting and Disseminating Academic Research:
- Conducting basic and applied research and inquiry;
- Conducting community engaged or participatory action research;
- Writing books, monographs, textbooks;
- Writing book chapters;
- Editing books;
- Writing papers in refereed journals and conference proceedings;
- Presenting papers at professional meetings;
- Writing translations, abstracts, and reviews;
- Involving undergraduate or graduate students in ongoing research.

Producing and Performing Creative Works:
- Writing poems, plays, essays, musical scores;
- Producing radio and television productions, films, and videos;
- Engaging in competitions, commissions, exhibitions;
- Directing, choreographing, and performing creative works in music, theatre, or dance;
- Resigning and arranging creative works;
- Creating and preparing software and electronically published documents;
- Developing electronic and print information resources that support the curriculum.

Developing and Disseminating Curriculum and Pedagogical Innovations:
- Developing and disseminating creative approaches to teaching methods and techniques, including publication or presentation at professional meetings;
- Development of software and other technologies that advance student learning;
- Writing grant proposals for the development of curriculum or teaching methods and techniques; implementing pilot projects or advanced studies independently or in collaboration with colleagues;
- Participating in the supervision of student research or independent study, capstone projects, and the mentoring of students that leads to the presentation of academic research and other creative works;
- Developing non-traditional teaching activity.

Developing and Disseminating Innovations in Clinical and Craft Practice:
- Developing and disseminating novel or creative approaches in clinical or craft practices, including publication or presentation at professional meetings;
- Research activities not presently reflected in publications, presentations, or papers;

CTC Faculty Evaluation Guidelines

- Cases published, research reports, or non-referred journals; the development, production, and dissemination of tools, technologies, or methods that enhance clinical or craft practice;
- Computer programs, computer-based instruction, or computer aided instruction;
- Participation in activities to develop research competencies.

Editing and Managing Creative Works:
- Fulfilling major editorial assignments with academic, disciplinary, craft, and professional publications, including journals, newsletters, or electronic media;
- Reviews of computer software or hardware;
- Article reviews of articles for publication or conference presentations;
- Initiating or organizing scholarly conferences symposia, and other similar activities.

Leading and Managing Funded Research Programs, Contracts, and Creative Projects:
- Leading research projects or contracts, including multidisciplinary, multi-agency, or collaborative project task forces;
- Writing proposals to funding agencies (private, public, and internal);
- Reviews of research proposals for funding agencies;
- Research proposals in preparation; reviews of technical reports written in fulfillment of the provisions of research-related grants and contracts;
- Managing budgets of grants and contracts; selecting and supervising staff;
- Preparing required reports.

Reporting Academic Research and Creative Activity
Presenting scholarship in academic research and creative activity should be concisely described in the activity report. In addition to simply listing the activities or products, the faculty member should include all honors and/or special recognition received from the professional community during the review period. A very brief statement (one or two short paragraphs) should be given relating the individual's contributions to the goals and objectives of their professional development and contributions to the mission of their department, College/Campus, and UAA.

Evaluation of Academic Research and Creative Activity
Reviewers will evaluate a faculty member's work based on the outcomes of that work as evidenced by products, artifacts, or creative works appropriate to the faculty member's discipline, craft, or professional field. The candidate must demonstrate through the file that their activities meet the criteria for retention of, periodic review of, or promotion to the appropriate rank. The candidate should document the scope of the activity, the purpose and expected outcome, the level of responsibility, the time frame, and the budget as appropriate. The nature of academic research and creative activities and the standards for evaluating their quality must combine the traditions, interests, and mission of specific disciplines with more general concerns of the University as a whole. It is important that the 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 activities are appropriate for meeting contractual obligations and advancement toward tenure and promotion, and they should know the general way in which the quality of these activities will be judged. Unless explicit statements governing the nature of academic research and creative activities have been adopted and approved, the following criteria are provided to guide candidates and reviewers. The quality and quantity of accomplishments are expected to increase with time in rank. The intent is to aid the candidate and reviewer by indicating the degree of performance expected for a particular rank.

Assistant Professor:

Responds and contributes to identified research or creative activities primarily at a local level and takes action to improve his or her professional development by:

      Conducting, facilitating and disseminating
      Contributing to academic research or creative activities
      Composing
      Refining, improving
      Reviewing
      Reporting
      Writing
      Participating in professional development
      Participating in or conducting community-based or community-engaged research

Associate Professor:

Organizes, manages, and/or plays a key role in accomplishing academic research or creative activities, planning, implementing programs or projects that meet needs beyond the local level by:

      Presenting, demonstrating, delivering
      Developing, proposing
      Facilitate, supporting, collaborating
      Research
      Adapting, revising, reviewing
      Enhancement
      Editing, Reviewing
      Publication
      Organizing
      Mentoring
      Participating in or conducting community-based or community-engaged research

Professor:

Identifies, Initiates, and plays a leadership role in developing and/or influencing academic research or creative activities at the highest levels. Provides leadership and designs effective strategies that are shared with others by:

> Leading, managing
> Initiating, developing, innovating, creating, disseminating
> Conducting research and inquiry
> Disseminating, presenting
> Producing and disseminating community-based research products
> Producing, authoring, grant writing
> Publication
> Establishing frameworks
> Planning, organizing, supervising
> Multiple disciplinary collaboration
> Effective mentoring

All types of academic research and creative productivity are to be valued, but some types will receive greater recognition than others 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 academic research or creative products will be given careful consideration and may result in a particular product receiving more or less recognition. All review stages are to avoid a mechanical application of the six categories listed above.

SCHOLARSHIP IN SERVICE – PUBLIC, PROFESSIONAL, AND UNIVERSITY

Public, professional, and university service are essential to creating an environment that supports scholarly excellence, promotes community engagement, enables shared governance, and meets the internal operational needs of the University. All faculty members are expected to engage in public, professional, and university service activities. It is assumed that the level of service will vary among faculty, but each member will make a contribution in this area. Faculty members are not expected to show service in all three areas, public, professional and university, every year. For rank advancement to Associate Professor, faculty members are expected to show that they have served in two of these three service areas. For rank advancement to full Professor faculty members are expected to show that they have served in all three service areas (Public, Professional, and University) during the review period.

Scholarship in service can generally be demonstrated through the following broad categories. However, service activities within these categories can take a number of forms beyond those listed below.

Public Service

Service to Society:

Are contributions to the community made by a faculty member utilizing their competence and skill in their profession. Areas of service include technical assistance, evaluation, consulting, public exhibition, professional advice and support to the public; collaborating or partnering with public institutions; serving on public boards, task forces, or committees; developing and offering training or professional development workshops and other demonstrations of dissemination of professional methods or techniques.

Community Engaged Service:

Are activities that are distinguished by their focus on collaborative, jointly developed projects. They are designed to apply concepts, processes, or techniques to community identified issues, concerns, or problems, which result in community change and development. The nature of community engaged practice is often integrative across the components of one's work in teaching, academic research or creative activity, and service. Therefore, this service activity may combine or alternatively be represented as an aspect of teaching, or within research and creative activity.

Professional Service

Faculty members engaged in professional service use their academic training, professional expertise, and experience to serve the discipline or society, while contributing to the institutional mission. The diversity of faculty expertise and experience results in many different forms of professional service. The following distinguishing characteristics define professional service:

- Utilizes a faculty member's academic, craft, or professional expertise.
- Contributes to the discipline, craft, or professional field and/or the audience or clientele.
- Demonstrates a clear relationship to the goals and mission of the department, college, campus, or University.

Service to the Discipline, Craft or Professional Field:

Service to one's profession relates to activities for the faculty member's discipline. This includes writing reviews for publications in the discipline, funding organizations, other universities or institutions; performing editorial assignments for the discipline or professional publications; participation and leadership in conferences, societies and associations related to the discipline, craft, or profession.

University Service

University service includes service to the department, college, campus, or university. It is assumed that the level of service will vary among faculty, but each member will make a contribution to the shared governance system and institutional development. University service may include but is not limited to the activities listed below.

Governance:

Fulfilling administrative or other-directed responsibilities may occur at many different levels that may include:

- Department level service such as: major curriculum development and revision, program support, program development, providing training or instruction that is not part of the assigned teaching component, coordinating program advisory committees, maintaining and repairing laboratory equipment, supervising and furnishing support of laboratories, program assessment, supervising adjunct faculty or student aides.
- College level service such as: service on a college committee, leadership on a college committee, providing training or instruction that is not part of the assigned teaching component, serving on a Dean's council, providing technical assistance to other college departments, acting as a liaison to the community or industry.
- Campus level service such as: service on a campus wide committee, providing leadership on a campus wide committee, providing training or instruction that is not part of the assigned teaching component, providing technical assistance to other schools or colleges, or service to the faculty unions (University of Alaska Federation of Teachers, United Academics).
- University - wide level of service such as: service on a statewide committee or task force, leadership on a statewide committee or task force, providing training or instruction that is not part of the assigned teaching component, providing technical assistance to schools, colleges and campuses, or service to the faculty unions (University of Alaska Federation of Teachers, United Academics).

Academic and Faculty Development:

Includes activities such as mentoring other faculty members; participating in faculty, administrator, or staff search committees; organizing, directing and/or implementing faculty development activities; or participating in academic program development and accreditation activities.

Student Success Support:

Service in student success includes but is not limited to sponsoring student organizations; developing outreach activities and programs that enhance the University's ability to serve the needs of a diverse or non-traditional student body; developing and maintaining services and programs that support student engagement with the curriculum; facilitating activities that

integrate residential living and learning on campus, or engage non-resident students in campus activities.

Compensated Service

In accordance with Alaska State law and University policy, all outside compensated activities must be disclosed and may not be in conflict with or incompatible with a faculty member's performance, duties, and responsibilities. Compensated professional activity and consulting service are not considered to be teaching, academic research or creative activity, or as service for the purpose of faculty evaluation. In those disciplines where direct practical experience may constitute valuable professional development, faculty members may request consideration for its contribution to the development of the discipline, craft or professional knowledge. Compensated service should be listed separately from public and professional service.

Reporting of Service Activities

Activities supporting scholarship in service should be described concisely. The listing of activities under the applicable categories must contain documentation of service. Documentation such as a description of service and the level of effort provided, letters, commendations, meeting minutes, proposals, and/or other products are appropriate. This description is not exhaustive, or a criterion, nor is it expected that faculty will accomplish all items in presenting activities. The above is illustrative and should serve as a guide for faculty and faculty evaluators.

Evaluation of Service Activities

The following information is intended as a general guide for candidates presenting their service activities and for the reviewers evaluating those activities. The quality and quantity of accomplishments are expected to increase with time in rank. The burden of evidence for demonstrating success before tenure or promotion to a higher rank rests with the candidate to present in the file. This list is not a set of criteria nor is it exhaustive or weighted.

Instructor:

An instructor demonstrates service contributions and **meets contractual obligations** by:

 Engaging

 Participating

 Performing

 Executing

 Examples of accomplishments that indicate "meets contractual obligations" criteria
- Participating in department meetings
- Advising students

CTC Faculty Evaluation Guidelines

- Participating in community engagement or community-engaged learning

Assistant Professor:

Responds and contributes to identified service needs primarily at a local level and takes action to improve his or her effectiveness by:

Conducting and facilitating
Contributing to development
Refining
Improving
Participating in professional development
Effectively performing service

Examples of accomplishments that indicate "responds and contributes" criteria
- Advising students and student organizations
- Serving on committees
- Participating in the planning or implementing of professionally relevant projects, programs, or curricular matter
- Contributing to the climate of growth and scholarship of the campus/college by refining and improving instructional programs
- Serving on committees within a professional or community organization
- Participating in community engagement or community-engaged learning.

Associate Professor:

Organizes, manages, and/or plays a key role in accomplishing tasks, planning, implementing effective strategies, programs, projects, or committee activities to meet service needs beyond the local level by:

Demonstrating
Facilitating
Adapting, revising, reviewing
Organizing
Delivering
Mentoring
Collaborating

Examples of accomplishments that indicate "organizes, manages, and/or plays a key role"
- Chairing or provides leadership on a campus/college committee
- Serving as campus/college representative to a community or regional organization
- Mentoring or provides for the development of junior faculty
- Making an impact on the missions of the department, college and campus

- Carrying out administrative responsibilities
- Administering laboratories
- Supervising adjunct faculty, tutors, and student aides
- Engaging in professional growth within the department, college and campus
- Serving on a University committee
- Participating in professional organizations
- Participating in community engagement or community-engaged learning.

Professor:

Identifies, Initiates and plays a leadership role in developing and/or influencing solutions or policies to meet service needs at the highest levels. Provides leadership and/or designs effective strategies that are shared by:

Initiating, leading
Developing, innovating
Effectively mentoring
Planning, organizing
Establishing frameworks
Presenting
Collaborating

Examples of accomplishments that indicate "identifies, initiates, and plays a leadership role" criteria

- Providing leadership in the undertakings of the collage/campus
- Representing the college/campus at regional or national meetings
- Being recognized for administrative expertise
- Receiving evaluations by peers or colleagues that indicate effective leadership
- Chairing or provides a leadership role on a University committee
- Demonstrating leadership in regional or national organizations
- Providing expertise to colleagues at the regional, state, or national level
- Chairing or coordinates a department or program
- Participating in community engagement or community-engaged learning.

COMMUNITY AND TECHNICAL COLLEGE PEER REVIEW COMMITTEE

Members of the CTC Peer Review Committee will be elected or appointed per the CTC PEER Bylaws. For rules concerning eligibility and voting requirements see the UAA FEPP's in section VIII. Tenured associate professors may be elected if there are insufficient numbers of professors to staff the committee. If there are non-tenured track faculty applying for promotion the committee membership must meet any additional guidelines laid out in Collective Bargaining Agreement concerning promotion of non-tenure track faculty.

The CTC Peer Review Committee shall consist of minimum of five (5) elected members, representing a cross-section of CTC faculty and disciplines. The committee members shall be elected by the faculty. Elections shall be held annually during the spring semester. The terms will be for two (2) years with staggered terms.

DEPARTMENT/DIVISION/CAMPUS FACULTY EVALUATION GUIDELINES

A unit may develop department/division/campus-specific faculty evaluation guidelines. These guidelines may include procedures for departmental peer review if the department has a sufficient number of faculty members to conduct such reviews in a fair, rigorous, and on-going manner. If a department opts to establish departmental review, the resulting faculty evaluation guidelines must be in accordance with and aligned to the CTC guidelines and University-wide guidelines. Refer to the University of Alaska Anchorage University-wide Faculty Evaluation Guidelines, Section VI, "Relationship of Departmental Documents to Unit Documents" for more information.

All department/division/campus-specific guidelines must be submitted through the appropriate unit and the authorizing Dean and to the University-wide Faculty Evaluation committee and the Provost for review and approval as described in the University-wide Faculty Evaluation Guidelines.

FACULTY EVALUATION GUIDELINES REVIEW AND APPROVAL PROCESS

The entirety of these guidelines shall be reviewed by a committee, appointed by the Dean, of tenured faculty to determine the effectiveness of these evaluation guidelines four (4) years after the effective date. Subsequent review and consideration of revisions will be made on a regular basis every six (6) years. Non-tenure track faculty of the rank of associate or full professor may be included on the review committee as long as at least seventy-five percent of the committee is tenured faculty. Any faculty member, CTC Peer Review committee, administrative or academic unit within CTC, or faculty union may propose changes to these guidelines using the following process.

> A proposed change is to be submitted in writing to the Dean. The Dean will coordinate a review of the proposed changes with the Provost, CTC Peer Review committee, and the appropriate union. A proposed change will be implemented only upon the approval of the CTC faculty, the Dean and the Provost.

A significant revision is a change to the guidelines that is beyond editing or clarification and involves changes to the definition of scholarship in teaching, research/creative activity, or academic and professional qualifications. After such a revision a faculty member standing for tenure or promotion may choose to be evaluated under the previous CTC Faculty Evaluation

Guidelines when the majority (greater than 50%) of their scholastic contributions to the University was when the previous guidelines were in effect.

APPENDIX A: MISSIONS, GOALS, VALUES, VISIONS

UAA Mission

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates, and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

UAA Goals (2020)

- Advance a culture of institutional excellence that inspires and enables student, faculty and staff success
- More students persist and complete their educational goals
- Graduate more students to fill Alaska's needs

UAA Values (2020)

- Student Success
- Excellence
- Access
- Affordability

CTC Mission

The UAA Community & Technical College builds Alaska's workforce and fosters student success through quality education and technical training.

CTC Vision

Through collaboration with a diverse range of partners, the UAA Community & Technical College aspires to be the leader who:

- Contributes to a progressive economy and a qualified workforce in Alaska through delivery of technical education, training, and leadership development.
- Promotes exemplary student achievement through innovative instructional strategies and services for students in our technical and preparatory programs, leading to success for all Alaskans to learn, lead, and contribute to our state.
- Fosters vibrant and engaged communities by providing opportunities and access to education, including offerings for personal enrichment and professional growth.
- Creates an environment for faculty, staff, and students that reflects our values.

CTC Values

- Student Centered – We are committed to delivering high quality educational programs, services and opportunities focused on helping all students achieve their goals.
- Adaptable – We encourage flexibility in response to a changing world.

CTC Faculty Evaluation Guidelines

- Collaborative – We nurture a collaborative environment.
- Innovative – We celebrate creativity as we continually strive for excellence.
- Inclusive – We embrace diversity and recognize that an inclusive environment is vital for both personal and institutional success.
- Ethical – We hold high standards of character and integrity as a foundation for all we do

APPENDIX B: ACADEMIC AND PROFESSIONAL QUALIFICATIONS

The college recognizes the importance of discipline-specific academic and/or professional qualifications to meet the criteria for initial appointment and promotion. The following list constitutes the academic and/or professional qualifications appropriate for each rank within the specific disciplines represented in the faculty of the Community and Technical College.

The "terminal degree" listed, by discipline, is defined as the academic and/or professional qualification that a faulty member must possess to be considered for promotion to the rank of Associate Professor. It is recognized that some crafts, trades, or technologies may not have discipline-specific terminal degrees as is the case in traditional academic disciplines. Deviations from the listed terminal degrees must be justified for the promotion review. For rank advancement to full Professor faculty members are expected to show that they have served in all three areas of public, professional and university service sometime during the review period.

Air Traffic Control
> *Instructor*
>> Associate Degree: Air Traffic Control.
>
> *Assistant Professor*
>> Baccalaureate Degree: Air Traffic Control, Aeronautical Science, or appropriate discipline.
>
> *Associate Professor*
>> Terminal degree.
>
> *Professor*
>> Terminal degree.
>
> *Terminal Degree*
>> Master's Degree in appropriate discipline.

Applied Technology Leadership
> *Instructor*
>> Terminal degree OR 5-year bachelor's degree appropriate discipline.
>
> *Assistant Professor*
>> Terminal degree OR five-year bachelor's degree appropriate discipline.
>
> *Associate Professor*
>> Terminal degree.
>
> *Professor*
>> Terminal degree.
>
> *Terminal Degree*
>> Master's Degree in Adult Education, Career and Technical Education, Instructional Technology, Vocational Education, Leadership, Communications, Technology Management or other appropriate related discipline.

CTC Faculty Evaluation Guidelines

Apprenticeship Technologies
Instructor
Terminal degree OR ABT
Assistant Professor
Terminal degree
Associate Professor
Terminal degree.
Professor
Terminal degree.
Terminal Degree
Master's Degree: Adult Education, Business Administration, Career and Technical Education, Counseling, Curriculum & Instruction, Vocational Education or appropriate related discipline.

Architectural and Engineering Technology
Instructor
Associate Degree: Design related field.
Assistant Professor
Terminal degree
Associate Professor
Terminal degree AND professional licensure.
OR
Terminal degree AND ten years of design related experience in a leadership position.
OR
Master's degree: Architecture or design related field.
Professor
Terminal degree AND professional licensure.
OR
Terminal degree AND ten years of design related experience in a leadership position.
OR
Master's degree: Architecture or design related field.
Terminal Degree
Baccalaureate Degree: Architecture, Landscape Architecture, Urban Planning, Design, or related field

Automotive Technology
Instructor
National Institute for Automotive Service Excellence (ASE) certification at the level required to maintain accreditation through the ASE Educational Foundation. Associate Degree: Automotive and/or Diesel Technology or related

field, OR significant professional experience related to the Automotive and Diesel Technology.

Assistant Professor

ASE certification at the level required to maintain accreditation through ASE Educational Foundation. Baccalaureate Degree: Technology, Automotive Technology, Diesel Technology, Motive Power, Industrial Arts, Career/Vocational Education, Electrical or Mechanical Engineering. NOTE: Baccalaureate degree may be in an area outside the discipline with an Associate Degree, OR significant professional experience is in a related area.

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

ASE certification at the level required to maintain accreditation through ASE Educational Foundation. Master's Degree in a related discipline OR a combination of an appropriate bachelor-level degree with Associate Degree, plus an extraordinary level of industry certification (e.g. General Motors World Class Technician, Ford Master-Tech, Chrysler Level 3 certification).

Aviation Administration

Instructor

Associate Degree: Aviation Administration/Professional Piloting or equivalent.

Assistant Professor

Baccalaureate Degree: Aviation Technology with emphasis in Aviation Administration/Professional Piloting or equivalent.

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Aviation Maintenance Technology

Instructor

Associate Degree: Aviation Maintenance Technology.

Assistant Professor

Baccalaureate Degree: Aviation Maintenance Technology/Management; Mechanical, Electrical, Aeronautical/Aerospace Engineering/Engineering Technology/Technology; Career and Technical/Vocational Education; or equivalent.

Associate Professor
> Terminal degree.

Professor
> Terminal degree.

Terminal Degree
> Master's Degree: Aviation Maintenance Technology/Management; Mechanical, Electrical, Aeronautical/Aerospace Engineering/Engineering Technology/Technology; Career and Technical/Vocational Education; or equivalent.

Aviation Technology

Instructor
> Associate Degree: Not specified.

Assistant Professor
> Baccalaureate Degree: Not specified.

Associate Professor
> Terminal degree.

Professor
> Terminal degree.

Terminal Degree
> Master's Degree in appropriate discipline.

Communication

Instructor
> Master's degree in Communication

Assistant Professor
> Terminal degree

Associate Professor
> Terminal degree.

Professor
> Terminal degree.

Terminal Degree
> Ph.D. in Communication or closely related field, such as Communication Arts & Sciences; Communication and Rhetoric

Computer Electronics

Instructor
> Associate Degree in Computer Electronics or equivalent.

Assistant Professor
> Bachelor's Degree in Computer Electronics.

Associate Professor
> Terminal degree.

Professor

Terminal degree.

Terminal Degree

Master's Degree Computer Electronics and documented extensive experience in industry.

Computer Information and Office Systems

Instructor

Associate Degree: Computer Information and Office Systems (CIOS), Business, Computer or appropriate field.

Assistant Professor

Baccalaureate Degree: Business, Computer, Technology with Business or Computer emphasis, Career and Technical Education, or appropriate field.

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

Master's Degree: Business, Computer, Technology with Business or Computer emphasis, Career and Technical Education, or appropriate field.

Computer and Networking Technology

Instructor

Associate Degree in appropriate/related field or 2 years of appropriate industry experience or 1 year of appropriate industry experience and appropriate industry certifications.

Assistant Professor

Baccalaureate Degree in appropriate/related discipline, or Associate Degree in appropriate/related discipline and 2 years of appropriate industry experience, or 7 years of appropriate industry experience, or Terminal Degree. Appropriate industry certifications may be substituted for up to 4 years of experience, 1 year per certification.

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

Baccalaureate Degree in appropriate/related discipline and appropriate industry certifications, or Associate Degree in appropriate/related discipline and 5 years of appropriate industry experience and appropriate industry certifications, or 15 years of appropriate industry experience and appropriate industry certifications.

Computer Systems Technology

Instructor

Associate Degree in appropriate/related field or 2 years of appropriate industry experience or 1 year of appropriate industry experience and appropriate industry certifications.

Assistant Professor

Baccalaureate Degree in appropriate/related discipline, or Associate Degree in appropriate/related discipline and 2 years of appropriate industry experience, or 7 years of appropriate industry experience, or Terminal Degree. Appropriate industry certifications may be substituted for up to 4 years of experience, 1 year per certification.

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

Baccalaureate Degree in appropriate/related discipline and appropriate industry certifications, or Associate Degree in appropriate/related discipline and 5 years of appropriate industry experience and appropriate industry certifications, or 15 years of appropriate industry experience and appropriate industry certifications.

Construction Management

Instructor

Associate Degree: Construction Management or equivalent.

Assistant Professor

Terminal degree

Associate Professor

Terminal degree AND professional licensure in Architecture, Engineering, or Construction.

OR

Terminal degree AND ten years of experience in responsible management position.

OR

Master's degree: Architecture, Engineering, Construction Management or related field.

Professor

Terminal degree AND professional licensure in Architecture, Engineering, or Construction.

OR

Terminal degree AND ten years of experience in responsible management position.

OR

>Master's degree: Architecture, Engineering, Construction Management or related field.

Terminal Degree
>Baccalaureate Degree: Architecture, Engineering, Construction Management, or related field.

Corrections

Instructor
>Associate Degree: Not specified.

Assistant Professor
>Baccalaureate Degree: Not specified, or Associates Degree with documented extensive experience in the Corrections field

Associate Professor
>Terminal degree.

Professor
>Terminal degree.

Terminal Degree
>Baccalaureate Degree: Not specified with documented 5-years of experience in the Corrections field.

Counseling

Instructor
>Terminal degree

Assistant Professor
>Terminal degree

Associate Professor
>Terminal degree.

Professor
>Terminal degree.

Terminal Degree
>Master's Degree in Psychology, Social Work, Guidance and Counseling, Counselor Education, College Student Development, or Rehabilitative Counseling, or other counseling related fields. Faculty counselors must have a documented supervised counseling internship, counseling practicum, or supervised assistantship related to their degree.

Culinary Arts & Hospitality Administration

Instructor
>Associate Degree: Culinary Arts.

Assistant Professor
>Baccalaureate Degree: Hospitality Administration, Hotel Restaurant Management or Tourism Hospitality Management with emphasis study areas in

Casino Resort Management, Conference and Catering Management, Culinology, Eco-tourism, or Gastronomy.

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

Baccalaureate Degree: Hospitality Administration, Hotel Restaurant Management or Tourism Hospitality Management with emphasis study areas in Casino Resort Management, Conference and Catering Management, Culinology, Eco-tourism, or Gastronomy.

Diesel Power Technology

Instructor

National Institute for Automotive Service Excellence (ASE) certification at the level required to maintain accreditation through the ASE Educational Foundation. Associate Degree: Automotive and/or Diesel Technology or related field, or significant professional experience related to the Automotive and Diesel Technology.

Assistant Professor

ASE certification at the level required to maintain accreditation through ASE Educational Foundation. Baccalaureate Degree: Technology, Automotive Technology, Diesel Technology, Motive Power, Industrial Arts, Career/Vocational Education, Electrical or Mechanical Engineering. NOTE: Baccalaureate degree may be in an area outside the discipline with an Associate Degree, or significant professional experience is in a related area.

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

ASE certification at the level required to maintain accreditation through ASE Educational Foundation. Master's Degree in a related discipline OR a combination of an appropriate bachelor-level degree with Associate Degree, plus an extraordinary level of industry certification (e.g. General Motors World Class Technician, Ford Master-Tech, Chrysler Level 3 certification).

English as a Second Language

Instructor

Terminal degree

Assistant Professor

Terminal degree

CTC Faculty Evaluation Guidelines

Associate Professor
> Terminal degree.

Professor
> Terminal degree.

Terminal Degree
> Master's degree in Teaching English to Speakers of Other Languages (TESOL, TESL, TEAL), applied linguistics, second language acquisition, or adult education with emphasis in English language teaching, or another field related to language learning for adult students.

Industrial Process Instrumentation

Instructor
> Associate Degree in Industrial Process Instrumentation OR documented 5-years of experience in instrumentation work in the natural resources industry or closely related industry.

Assistant Professor
> Associate Degree in Industrial Process Instrumentation OR documented 5-years of experience in instrumentation work in the natural resources industry or closely related industry.

Associate Professor
> Terminal degree.

Professor
> Terminal degree.

Terminal Degree
> Bachelor's Degree in appropriate/related discipline OR Associate Degree in Industrial Process Instrumentation with 5-years of experience in instrumentation work in the natural resources industry or closely related industry

Industrial Technology: Millwright

Instructor
> Associate Degree in a related field OR a combination of at least 5-years of professional experience and certification as a Millwright

Assistant Professor
> Baccalaureate Degree in a related field with professional experience and certification as a Millwright, OR a combination of an associate degree and 10-years of professional experience and certification as a Millwright OR terminal degree

Associate Professor
> Terminal Degree

Professor
> Terminal Degree

Terminal Degree

Master's Degree in a related field with professional experience and certification as a Millwright OR a combination of baccalaureate degree and 10 years of professional experience as a Millwright OR 15-years of professional experience as a Millwright.

Occupational Safety and Health

Instructor

Associate Degree: in Occupational Safety and Health or Industrial Hygiene or related field.

Assistant Professor

Terminal Degree.

Associate Professor

Terminal degree AND professional certification in Occupational Safety and Health or Industrial Hygiene (CSP, CIH or ASP) OR equivalent professional credential.

OR

Terminal degree AND ten years of responsible experience in Occupational Safety and Health or Industrial Hygiene or related field.

OR

Master's degree in Occupational Safety and Health or Industrial Hygiene or related field.

Professor

Terminal degree AND professional certification in Occupational Safety and Health or Industrial Hygiene (CSP, CIH or ASP) OR equivalent professional credential.

OR

Terminal degree AND ten years of responsible experience in Occupational Safety and Health or Industrial Hygiene or related field.

OR

Master's degree in Occupational Safety and Health or Industrial Hygiene or related field.

Terminal Degree

Baccalaureate Degree in Occupational Safety and Health or Industrial Hygiene or related field.

Preparatory English

Instructor

Academic qualification: Master's degree in English, Composition and Rhetoric, Creative Writing, or other discipline related to the teaching of writing or reading.

Assistant Professor

Terminal Degree

Associate Professor
> Terminal Degree

Professor
> Terminal Degree

Terminal Degree
> PhD or MFA in English, Composition and Rhetoric, Creative Writing, or other discipline related to the teaching of writing or reading.

Petroleum Technology

Instructor
> Associate Degree: Process Technology or Industrial Process Instrumentation or Undergraduate Certificate in Petroleum Technology or equivalent, OR documented 5-years of process operator experience in natural resources industry or closely related industry.

Assistant Professor
> Associate degree and documented 5-years of process operating experience, OR 15-years of process operator experience in natural resources industry.

Associate Professor
> Terminal degree.

Professor
> Terminal degree.

Terminal Degree
> Bachelor's Degree in appropriate/related discipline, OR Associate degree and documented 5-years of process operating experience, OR 15-years of process operator experience in natural resources industry.

Process Technology

Instructor
> Associate Degree: Process Technology or Industrial Process Instrumentation or Undergraduate Certificate in Petroleum Technology or equivalent, OR documented 5-years of process operator experience in natural resources industry or closely related industry.

Assistant Professor
> Associate degree and documented 5-years of process operating experience, OR 15-years of process operator experience in natural resources industry.

Associate Professor
> Terminal degree.

Professor
> Terminal degree.

Terminal Degree

CTC Faculty Evaluation Guidelines

Bachelor's Degree in appropriate/related discipline, OR Associate degree and documented 5-years of process operating experience, OR 15-years of process operator experience in natural resources industry.

Professional Piloting

Instructor

Associate Degree: Aviation Administration/Professional Piloting or equivalent.

Assistant Professor

Baccalaureate Degree: Aviation Technology with emphasis in Aviation Administration/Professional Piloting or equivalent.

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Quantitative Studies

Instructor

Bachelor's in Mathematics or a closely related field

Assistant Professor

Terminal degree

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

Master's Degree: Mathematics or closely related field that includes at least 18 credits of graduate-level mathematics.

Refrigeration and Heating Technology

Instructor

EPA section 608 Universal Certification and an Undergraduate Certificate in Refrigeration and Heating Technology (or equivalent) with 3-years documented HVACR experience OR EPA section 608 Universal Certification and 5-years of documented experience in HVACR

Assistant Professor

EPA section 608 Universal Certification and an Undergraduate Certificate in Refrigeration and Heating Technology (or equivalent) with 5-years of documented HVACR experience OR EPA section 608 Universal Certification and 8-years documented experience in HVACR

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

EPA section 608 Universal Certification and NATE Professional Certification in at least 2 areas of HVACR (or equivalent) and an Associate Degree in Refrigeration and Heating Technology (or equivalent) with 8-years of documented HVACR experience OR EPA section 608 Universal Certification and NATE Professional Certification in at least 2 areas of HVACR (or equivalent) and 15-years of documented experience in HVACR.

University Studies

Instructor

Terminal degree

Assistant Professor

Terminal degree

Associate Professor

Terminal degree.

Professor

Terminal degree.

Terminal Degree

As determined by discipline/program OR

Master's Degree: Adult Education, Career and Technical Education, Counseling, Curriculum & Instruction, or appropriate discipline related to postsecondary teaching and learning.

Veterinary Assisting

Instructor

Associate Degree: Not specified.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Terminal degree

Professor

Terminal degree

Terminal Degree

Master's Degree: Not specified.

Welding and Nondestructive Testing Technology

Instructor

Associate Degree: Welding Technology or Undergraduate Certificate in Welding or equivalent, OR documented 5-years of experience with multiple welding processes in the welding industry.

Assistant Professor

Associate Degree: Welding, with documented 5-years of experience in multiple welding processes in the welding industry. OR 10-years of documented experience in multiple welding processes in the welding industry. OR 10-years of documented teaching experience in the welding field.
Must possess and maintain Certified Welding Inspector (CWI) credentials through AWS (American Welding Society).

Associate Professor

Terminal Degree

Professor

Terminal Degree

Terminal Degree

Bachelor's Degree in appropriate/related discipline, OR Associate degree and documented 5-years of experience in multiple welding processes, OR 10-years of documented experience in multiple welding processes in the welding industry, OR 10-years of documented teaching experience in the welding field.
Must possess and maintain Certified Welding Inspector (CWI) credentials through AWS (American Welding Society).

Writing

Instructor

Academic qualification: Master's degree in English, Composition and Rhetoric, Creative Writing, or other discipline related to the teaching of writing

Assistant Professor

Terminal Degree

Associate Professor

Terminal Degree

Professor

Terminal Degree

Terminal Degree

PhD OR MFA in English, Composition and Rhetoric, Creative Writing, or other discipline related to the teaching of writing

APPENDIX C: Counseling Faculty Evaluation Guidelines

This Appendix provides examples that are not included in the Community and Technical College Faculty Evaluation Guidelines and that represent the contractual duties of the Counseling faculty of University of Alaska Anchorage campuses. The small number of UAA counseling faculty appointments results in the likelihood that counseling faculty will not be represented in multiple, or potentially any, levels of faculty review. This addendum provides the necessary information about faculty counseling duties to ensure that reviewers can assess counseling faculty files with accuracy and fairness.

Terminal Degree

The appropriate terminal degree is a master's degree. The appropriate fields will be Psychology, Social Work, Guidance and Counseling, Counselor Education, College Student Development, or Rehabilitative Counseling, or other counseling related fields. Faculty counselors must have a documented supervised counseling internship, counseling practicum, or supervised assistantship related to their degree.

CRITERIA FOR ASSESSING THE QUALITY AND SIGNIFICANCE OF SCHOLARSHIP

Scholarship requires counseling faculty to apply their professional expertise to facilitate the engagement of students in their educational journeys and their communities, through formal and informal means. Counseling faculty guide students as they integrate knowledge that supports desired change and enables the development of skills necessary to connect with and contribute to the goals of UAA and UA as identified in their missions. Counseling faculty also support the mission of the University through the use of their professional expertise to enhance the abilities of other faculty to respond to student concerns, both academic and behavioral.

Scholarship in Teaching and Counseling

Counseling tasks are considered teaching and are noted as such on the faculty counselor's workload agreement. Examples of scholarship in these areas include, but are not limited to the following activities:

Instruction and Learning Experiences (including Counseling-related Learning Experiences)

- Designing and developing and/or evaluating materials to enhance the counseling process, i.e., planning sheets, decision-making grids, degree formats, etc.
- Providing personal counseling on an individual or group basis, e.g. personal development; life skills that promote success
- Serving on academic degree committees
- Supervising practicum students and peer advisors
- Utilizing counseling expertise by serving on campus behavioral intervention teams
- Providing career counseling support related to the wide range and levels of certificate and degree choices available at UAA and extended campuses
- Selecting and acquiring available resources for faculty, staff, and students in our areas of expertise, e.g., community mental health services, emergency helping agencies
- Providing crisis intervention counseling and post-crisis case management
- Teaching students in established catalog courses

- Designing and teaching/facilitating non-credit workshops and seminars
- Developing curricula for credit and non-credit courses
- Guest lecturing to classes in other university departments

Librarianship
- Selecting and acquiring collections and resources that support student success
- Selecting and acquiring resources that support consultation activities for other faculty members in counseling related areas (e.g., crisis response, behavioral issues with students, student developmental theory, student success models)
- Developing and applying specialized information systems used in student success
- Creating bibliographies, websites, and other research tools related to student development

Building and Developing Curriculum and Learning Resources
- Assessing need, designing and implementing new delivery modes for teaching, counseling, crisis support and/or advising, including distance-delivery methods, providing services in new areas, or other activities that enhance the accessibility of learning resources to students
- Reviewing, selecting, and providing informational sources in support of student development and success
- Selecting and acquiring available resources for faculty, staff, and students in our areas of expertise, e.g., community mental health services, emergency helping agencies.

Mentoring Students (includes Student Development and Advocacy activities)
- Providing academic advising, educational planning, and career counseling on an individual or group basis
- Advocating policies that insure an awareness of and sensitivity to diverse needs of the UAA student population
- Activities that support and recognize student accomplishments
- Assessing students' aptitudes, interests and abilities in order to promote achievement of educational and career goals
- Designing and providing orientations to promote student adjustment to academic life
- Participation in Residence Life activities that support student development and wellness
- Designing and delivering counseling services to special student populations, i.e., Alaska Native, disabled, re-entry, economically disadvantaged, etc.

Advancing Teaching & Counseling Excellence (includes Faculty and Staff Consultation activities)

CTC Faculty Evaluation Guidelines

- Providing consultation to faculty and staff in our areas of expertise, e.g., concerns of student behavior, transitional issues, and referral information
- Designing and providing trainings/workshops to faculty in our areas of expertise, e.g., advising practices, crisis intervention strategies
- Reviewing current literature and national standards in areas related to Teaching, Counseling, Advising, and Student Development
- Consulting with colleagues on the selection and use of instructional or counseling tools, resources, and materials
- Using student feedback and self-reflection to enhance or change instructional, counseling, advising, or consultation procedures

Advancing Student Excellence
- Composing letters of recommendation; nominating students for awards and recognitions
- Providing students with information about existing opportunities for engagement, educational opportunities, and recognition

Reporting Teaching/Counseling Activities
Counseling faculty have diverse workloads according to the needs of their campuses, and materials for submission for the purposes of documenting Teaching and Counseling are expected to vary between individual counseling faculty members. Materials appropriate to this section include, but are not limited to the following:
- Course Syllabi
- Original instructional materials
- Original workshop, presentation or seminar materials
- Descriptions of innovative teaching or counseling methods
- Evaluations of past students or counselees by tests or by colleagues in subsequent courses
- Evaluations of teaching by informal student response or by peer evaluation
- Counseling evaluation materials
- Evaluation materials related to student success initiatives or activities
- Descriptions of student success initiatives designed by the faculty member
- Statistical data demonstrating counseling or student success work
- Documentation of advising activities
- Evidence of approved curriculum revision
- Recognitions for teaching or counseling
- Other evidence that is relevant to the accurate evaluation of his or her teaching/counseling activities and achievements

Scholarship in Service

CTC Faculty Evaluation Guidelines

Counseling faculty service assignments will reflect the uniqueness of their workloads and should reflect the needs of their college/campus, community, and discipline. Counseling faculty service loads meet the criteria for scholarship in service as defined by the Faculty Evaluation Policies and Procedures. Although many service activities will relate to counseling activities, the service examples in the CTC FEGS are sufficient for accurate evaluation.

Scholarship in Academic Research and Creative Activity
Academic research and creative activity are not required activities for bipartite contracts, and so performance expectations are not outlined here. However, as these activities remain available to counseling faculty, they may be engaged in according to the diverse needs of their unit/campus, and
must be reflected on the workload agreement.

PERFORMANCE EXPECTATIONS BY RANK FOR TEACHING/COUNSELING AND SERVICE
Instructor
The teaching/counseling performance expectations of an Instructor are that s/he completes contractual obligations and demonstrates capable teaching/counseling. Examples include:
- Performing formal counseling activities
- Teaching formal academic courses
- Engaging students in activities designed to facilitate success
- Performing academic advising
- Participating in student success or wellness initiatives

Examples of service at the Instructor level:
- Performing assigned duties to support an academic or student success event
- Participating as a collaborative member of a student wellness or success group or committee

Assistant Professor
The teaching/counseling performance expectations of an Assistant Professor include responding to identified educational needs at his or her unit/campus by contributing thought and action to improve his or her teaching and counseling effectiveness. Examples include:
- Developing and/or conducting activities that enhance student learning
- Developing and/or conducting activities that meet specific student success needs
- Effectively teaching/counseling/advising, as measured by improvements from previous work
- Improving counseling, teaching, or advising methods; in delivery, content, and/or evaluation processes
- Participating in teaching and counseling professional development workshops
- Developing or improving distance delivery courses or services
- Course development and revision
- Revision of student services systems such as orientations or advising structures

Examples of service performance at the Assistant Professor level:
- Advising student organizations
- Serving on academic committees
- Serving on student success committees
- Serving on crisis response committees
- Serving on committees within a professional or community organization
- Conducting training that improves faculty members' ability to work effectively with students
- Improving systems that enhance other faculty members' abilities to work effectively with students

Associate Professor
The teaching/counseling performance expectations of an Associate Professor include accomplishments that meet educational and counseling needs beyond his or her department and demonstrated effective teaching and counseling activities. Examples include:
- Demonstrating excellence in facilitating student learning
- Demonstrating excellence in facilitating student development
- Organizing events that support student development and success
- Organizing opportunities for faculty to enhance student success
- Collaborating with other faculty from other disciplines on teaching activities
- Collaborating with other faculty from other disciplines on student success initiatives
- Mentoring students
- Providing peer review of teaching, mentoring, and advising
- Instructional materials development
- Use of technology to enhance student success and learning

Examples of service at the Associate Professor level:
- Serving as Chair for a campus/college committee
- Representing campus/college at a community or regional level
- Mentoring or providing training for junior faculty
- Facilitating administrative tasks in an effective way
- Supervising student workers
- Delivering training to other departments or student organizations
- Serving on a University committee
- Participating in professional organizations

Professor
The teaching/counseling performance expectations of a Professor include playing a leadership role to meet educational and counseling needs at a high level. Examples include:

- Developing innovative ways of providing counseling services
- Mentoring other faculty in teaching or student success methods
- Planning, organizing, and leading teaching workshops
- Planning, organizing and leading advising workshops
- Effective mentoring of diverse students and student groups
- Collaborating with other departments to design and/or implement new student success systems or methods
- Supervision of practicum students
- Supervision of adjunct faculty
- Preparation of accreditation documents
- Responsibility for student success programs

Examples of service at the Professor level:
- Providing leadership at the campus/college by participating in administrative or decision-making teams
- Provides recommendations for campus/college-wide crisis response teams
- Representing the campus/college at regional or national meetings
- Is recognized for professional expertise
- Receives evaluations by peers or colleagues that indicate effective leadership
- Demonstrates leadership in regional or national organizations
- Chairs or coordinates a department or program
- Provides expertise to colleagues at the regional, state, or national level

APPENDIX D: Department of Writing

The Department of Writing defines *teaching excellence* in the following ways for the purposes of faculty evaluation, promotion, and tenure.

Instructor

Faculty at this rank are attentive to ongoing examination of the strategies they employ in the teaching of writing. Faculty take steps to ensure they remain current on pedagogic trends, avail themselves of opportunities for professional development related to teaching effectiveness, and seek feedback from students and peers regarding their teaching.

Assistant Professor

Faculty at this rank do all of the above, plus they take steps to expand their professional knowledge and to begin formulating a teaching philosophy and methodology supported by independent pedagogic research and practice. Faculty design, execute, and evaluate innovations in either curriculum or pedagogy, they seek out and assess relevant sources of data or other information to support the improvement of student learning outcomes, and in this way begin contributing to the larger body of knowledge of teaching excellence in writing.

Associate Professor

Faculty at this rank do all of the above, plus they have formed and continue to refine, a distinct teaching philosophy and methodology that fits within the overall body of knowledge regarding the teaching of writing. *For promotion to this rank and the award of tenure, faculty must demonstrate that Teaching is a "marked strength" as defined elsewhere in the College guidelines.*

Professor

Faculty at this rank do all of the above, plus they share their knowledge of teaching writing broadly and in ways that incorporate peer review and feedback.

Department of Communication
Faculty Evaluation Guidelines

The Department of Communication, in the Community and Technical College (CTC) adopts the following discipline-specific standards to be used when evaluating tenured, tenure-track, and non-tenure track faculty for annual reviews, comprehensive pre-tenure reviews, tenure reviews, promotion reviews, post-tenure reviews and reviews for emeritus status.

The Communication Department's Faculty Evaluation Guidelines detail the standards and expectations regarding teaching, research/creative activity, and service for faculty members at each level of review and are intended to help faculty members document their achievements in teaching, research/creative activity, and service at each stage of career development. These guidelines present typical paths to tenure and promotion. A faculty member can make the case, however, for an alternative path as long as it meets the faculty evaluation guidelines of the Community and Technical College and the University of Alaska Anchorage.

This document should not be taken to be exhaustive in describing ways that faculty can meet university standards for progression toward tenure, promotion and tenure, and promotion. The field of communication is diverse; thus, the possibility exists that the candidate's teaching, research/creative activity, and service will not fall within the range of the suggested criteria. The candidate is encouraged to identify unique circumstances and complexities of the workload when appropriate.

Evaluation of department faculty should be based on both qualitative and quantitative assessments of the faculty member's fulfillment of responsibilities in teaching, research/creative activity, and service to the Department of Communication, CTC, and the University during the evaluation period. Expectations for teaching, research/creative activity, and service should be commensurate with the proportion of workload allocated to these activities.

The University-wide Faculty Evaluation Policies and Procedures (UAA FEPPs) and the Community and Technical College Faculty Evaluation Guidelines (CTC FEGs) call for indications of a "marked strength" in teaching, research/creative activity, or service. The Department of Communication interprets "marked strength" to indicate achievements in teaching, research/creative activity, or service exceeding those required for a given rank.

These discipline-specific guidelines are in accordance with the UAA FEPPs and the CTC FEGs. Nothing in this document shall be construed as removing or modifying the guarantees provided by the above-mentioned documents or the College Bargaining Agreement between the faculty unions and the UAA administration concerning tenure and promotion.

Promotion Criteria

Because of the diversity within the Department of Communication, this document should not be taken to be exhaustive in describing the ways that faculty can meet university standards for promotion, tenure, and progression toward tenure. It is the responsibility of each faculty member to make the best case in building their promotion file. Evidence of effectiveness in teaching, research/creative activity, and service includes, but is not limited to, the evidence listed below.

1.0 Evaluation of Teaching
Teaching is demonstrated through instruction and learning experiences, building and developing curriculum and learning resources, mentoring students, advancing teaching excellence, and advancing student excellence.

Common activities and expectations for the evaluation of teaching are delineated below, but these lists are not intended to be exhaustive or exclusive. Faculty members are encouraged to identify unique circumstances and complexities of the teaching component when appropriate.

Expectations for teaching should be commensurate with the proportion of workload that is allocated to these activities.

1.1 Assistant Professor Guidelines for Teaching
An Assistant Professor is expected to have evidence of achievement and/or a sustained record of effectiveness in teaching. Faculty members should demonstrate professional growth and promise for continued growth in teaching. An Assistant Professor would likely engage in selected activities from the following list:
- Using peer or student feedback to improve course quality
- Articulating course, program, and GER student learning outcomes throughout course content to enhance and evaluate student learning
- Giving campus lectures – for example, invited classroom lectures, campus event lectures
- Integrating knowledge, skills, or techniques from professional development activities into teaching practice
- Using results from course, program, and/or GER assessments for course revisions
- Providing academic advising for students
- Assisting students with applying to graduate school or other professional positions
- Mentoring students to promote their university success
- Writing letters of recommendation for students
- Developing new course materials (e.g., new course preparations and/or distance delivery options)

A candidate for promotion to Associate Professor is expected to have evidence of achievement and/or a sustained record of effectiveness in teaching.

1.2 Associate Professor Guidelines for Teaching

Faculty members should demonstrate professional growth and promise for continued growth in teaching. An Associate Professor would likely engage in selected activities from the previous list, as well as a selection of the following activities:
- Using and evaluating the effectiveness of innovative and/or high impact teaching practices
- Teaching a variety of courses
- Integrating existing open-education resources (OERs) into a course
- Developing new courses
- Supervising capstones, independent, or directed study
- Providing peer teaching reviews
- Leading professional development activities
- Serving as a member of graduate student advisory committee
- Enhancing course(s) by integrating content based on one's professional and research activities
- Making significant revisions to existing courses
- Providing professional development workshops or lectures for students
- Mentoring colleagues in teaching practices

A candidate for promotion to the rank of professor requires an extensive record of excellence and sustained professional growth in teaching, with the promise for continuing high-quality and significant scholarly accomplishments in teaching beyond the accepted level for the rank of associate professor.

1.3 Professor Guidelines for Teaching
A Professor would likely engage in selected activities from the previous lists, as well as a selection of the following activities:
- Developing and delivering a designated community engagement course
- Developing and integrating open-education resources (OERs) for a course
- Making significant revisions to program curriculum
- Using results from course, program, and/or GER assessments for revising program curriculum
- Developing and implementing program assessment
- Disseminating teaching techniques and innovations through publications and/or conference presentations

1.4 Reporting Teaching Activity
Evidence will include IDEA reports and syllabi; and may include letters, documents, faculty description, and/or other forms of evidence. Additional forms of evidence to be considered include teaching honors or awards; contributing to documented student successes (e.g., student awards, grants, publications, presentations); student responses to and evaluations of teaching; peer teaching reviews; demonstration of impact.

2.0 Evaluation of Research/Creative Activity

Research/creative activity is demonstrated through conducting and disseminating academic research, producing and performing creative works, developing and disseminating curriculum and pedagogical innovations, developing and disseminating innovations in communication practice, and leading/managing funded research programs, contracts, and creative projects.

Common activities and expectations for the evaluation of faculty research/creative activity are delineated in the lists below, but these lists are not intended to be exhaustive or exclusive. Faculty members are encouraged to identify unique circumstances and complexities of the research/creative activity component when appropriate.

Expectations for research/creative activity should be commensurate with the proportion of workload that is allocated to these activities.

2.1 Assistant Professor Guidelines for Research/Creative Activity

An assistant professor is expected to have evidence of achievement and/or a sustained record of effectiveness in research/creative activity. Faculty members should demonstrate professional growth and promise for continued growth in research/creative activity. The department further notes the importance of collaboration and co-authoring in research/creative activity. An Assistant Professor would likely engage in selected activities from the following list:
- Participating in activities to develop research/creative activity competencies
- Applying for intramural grants or fellowships
- Having research manuscripts in progress or under review
- Presenting research papers, posters, or products of creative activity at regional, national, and international conferences
- Reviewing for conference proceedings

A candidate for promotion to Associate Professor is expected to have evidence of achievement and/or a sustained record of effectiveness in research/creative activity.

2.2 Associate Professor Guidelines for Research/Creative Activity

An Associate Professor should demonstrate professional growth and promise for continued growth in research/creative activity. The department further notes the importance of collaboration and co-authoring in research/creative activity. An Associate Professor would likely engage in selected activities from the previous list, as well as a selection of the following activities:
- Publishing peer-reviewed abstracts, brief reports, and/or articles
- Publishing book chapters, essays, or articles in non-refereed venues
- Presenting research findings to the university and/or local community
- Developing creative projects that contribute to the Communication discipline and/or university
- Mentoring colleagues related to research
- Developing interdisciplinary research collaborations
- Presenting a research or creative activity-related workshop

- Organizing conference symposia and other similar activities
- Applying for extramural grants or fellowships
- Reviewing for peer-reviewed journal publications

A candidate for promotion to the rank of professor requires an extensive record of excellence and sustained professional growth in research/creative activity, with the promise for continuing high-quality and significant scholarly accomplishments in research/creative activity beyond the accepted level for the rank of associate professor.

2.3 Professor Guidelines for Research/Creative Activity
A Professor would likely engage in selected activities from the previous lists, as well as a selection of the following activities:
- Developing community partnerships for research/creative activities
- Involving undergraduate or graduate students in ongoing research/creative activity projects
- Involving community members as co-researchers
- Sharing research findings and creative activities with the participants and/or their communities
- Reviewing research proposals for funding agencies

2.4 Reporting Research/Creative Activity
Evidence may include publications, manuscripts, letters, documents, faculty description, and/or other forms of evidence. Additional forms of evidence to be considered include the impact of the journal, book publisher, or other publication format; the number, substance, and source of citations; demonstration of the impact of the research or creative activity; media coverage of research or creative activities; and awards and other forms of recognition.

3.0 Evaluation of Service

Service is demonstrated through activities that are meant to enhance and contribute to the university, the public, and the profession.

Common service activities and expectations are delineated below, but these lists are not intended to be exhaustive or exclusive. Faculty members are encouraged to consider unique forms of service that contribute to the university, the public, and their profession.

Expectations for service should be commensurate with the proportion of workload that is allocated to these activities.

3.1 Assistant Professor Guidelines for Service
The Department of Communication recommends that service activities be restricted in the years prior to applying for tenure and promotion to Associate Professor. An Assistant Professor

progressing toward tenure and promotion would likely engage in a limited amount of the following:

University Service
- Attending and participating in department meetings
- Supporting department goals and projects
- Organizing or assisting with department events
- Serving on a department, hiring, college, or faculty senate committee
- Serving as a faculty advisor for student club or organization
- Chairing a department committee

Public Service
- Consulting for non-profit and/or community organizations
- Participating in community events or panels
- Providing or participating in community training or education programs that draw on the faculty member's expertise

Professional Service
- Organizing, chairing, or serving as a respondent for conference proceedings
- Serving as a reviewer for conference submissions, journal articles, books, etc.

A candidate for promotion to Associate Professor is expected to further develop their service contributions, increasing the depth and breadth of the service.

3.2 Associate Professor Guidelines for Service
An Associate Professor would likely engage in selected activities from the previous list, as well as a selection of the following activities:

University Service
- Organizing major department events
- Contributing to major departmental, college, or university documents, policies, and procedures
- Serving as a hiring committee or department chair
- Participating in search committees outside of the department
- Serving as a reviewer for college or university scholarships
- Chairing or co-chairing a Faculty Senate, Faculty Alliance, college, or university committee or task force
- Serving as a peer-review committee member
- Serving on the Faculty Senate or Faculty Alliance

Public Service
- Serving on public and/or non-profit boards, task forces, or committees.
- Chairing public boards, task forces, or committees
- Organizing a community training, education program, or event related to the faculty member's expertise

Professional Service
- Serving on an editorial board; or as a journal editor
- Serving as an officer in a professional society at the local, national, or international level
- Organizing a professional conference
- Serving on a national or international grant committee or panel

page 51

3.3 Professor Guidelines for Service

A candidate for promotion to Professor is expected to further develop their service contributions, increasing the depth and breadth of the service, serving as a faculty model and mentor. A candidate for promotion to Professor would engage in selected activities from the previous lists and will demonstrate university, public, and/or professional leadership.

3.4 Reporting Service Activity

Service activities for the Department of Communication are varied, as are the suggestions for documenting service. The Department suggests that appointment letters; letters of appreciation or recognition; organizational, event or project documents; conference or journal documents; and faculty description of service are among the forms of documentation for service activities.