MEMORANDUM

TO:  Dave Dau, ACCFT
     Carl Shepro, United Academies
     Dan Johnson, Provost UAA

FROM: Alex McNeill
      Dean, College of Health, Education and Social Welfare

SUBJECT: Peer Review Committee for CHESW

DATE: October 6, 1998

On Friday, September 25, 1998, as a temporary solution to permit us to proceed with faculty evaluation, representatives from the UAA Faculty Senate, union officials and university administrators agreed that peer review committees shall "be established according to the process in place for the 1997-98 academic year." Effectively, this agreement means that, for one year only, both ACCFT and United Academics' faculty may be evaluated by peer committees comprised of faculty from both unions. The recommendation resolves issues for some colleges at UAA. However, it creates a major dilemma for CHESW. We are a new college. The faculties in Social Work, Justice and Human Services had no process in place for 1997-98. Further, these units were not permitted to develop a process during the period that the contract was being negotiated.

Over two weeks ago, in accordance with Article 9.25 of the United Academics' contract, lengthy discussions took place among United Academics' faculties in CHESW regarding the creation of a single, representative peer review committee. While concerns were raised during these discussions, there was unanimous support for constituting a college-wide, peer review committee, at least on a trial basis. A vote on this structure was scheduled for this week. However, as a result of the September 25, 1998 agreement, our task will be to successfully implement a peer review committee that fairly represents the interests of faculties represented by United Academics and the ACCFT.

The committee structure recommended by the United Academics' faculty was as follows:

Annually, the CHESW college wide peer review committee be constituted by electing one (1) full professor from each of Education, Justice, Nursing, and Social Work. In addition, two (2) tenured faculty elected from each of Education, Justice, Nursing and Social Work to serve in review only when a member of their profession/discipline is under review. Thus, the review committee for a faculty member would be comprised of six (6) tenured faculty, four (4) of whom would be at the rank of full professor.

The following is a suggested adaptation of the above recommendation to represent the uniqueness of the ACCFT workload and to provide for a fair and equitable review of ACCFT faculty during the peer review process. There are ten faculty represented by ACCFT; they are housed in the Department of Human Services, the Justice Center, and the School of Nursing.
Proposal for CHESW Peer Committee

Proposal

FOR THE 1998 - 99 ACADEMIC YEAR ONLY, the CHESW college wide peer review committee be constituted by electing one (1) full professor from each of Education, Justice, Nursing, and Social Work from those faculty represented by United Academics; and, one (1) full professor from that group of faculty represented by the ACCFT. In addition, two (2) tenured faculty be elected from each of Education, Justice, Nursing and Social Work from those faculty represented by United Academics; and, two tenured faculty elected from the group of faculty represented by the ACCFT.

The five (5) full professors form the nucleus of the college wide peer review committee. The two additional tenured faculty from a discipline, professional field, or ACCFT unit would sit with the nucleus to form a committee of seven (7) for the purpose of review of candidates from their associated discipline, professional field, or bargaining unit. Thus, the review committee for any faculty member would be comprised of seven (7) tenured faculty, five (5) of whom would be at the rank of full professor, three of whom would be from the professional field or discipline, or bargaining unit in the case of a faculty member who is represented by ACCFT.

The distribution of CHESW faculty among the disciplines/professional fields and unions will always produce a committee with a majority representation from the United Academics’ union when constituted as described above. In order to provide for parity in the review process and representation of the discipline/professional field, or bargaining unit for ACCFT faculty, voting must be restricted to five (5) of the elected representatives, three of whom must be from the professional field/discipline or bargaining unit in the case of an ACCFT member. Designating the voting membership in this way always results in a majority from the discipline/professional field or ACCFT bargaining unit. The voting members shall be identified by the peer review committee prior to conducting the review process for each individual under review.

NOTE: This committee will be charged to apply those standards already approved for the discipline/professional field and on record in the Office of Academic Affairs.

Since this proposal represents a deviation from the agreement reached September 25, 1998 by representatives from the UAA Faculty Senate, union officials and university administrators, I request your approval to adopt this proposal for constituting a peer review committee for faculty in CHESW.

Approved

Dave Dau

Date 10-6-98

Approved

Carl Shepro

Date 10-6-98

Approved

Daniel M. Johnson

Date 10-6-98
FACULTY REVIEW

PROCEDURES
AND
GUIDELINES

FOR THE

COLLEGE OF CAREER AND VOCATIONAL EDUCATION

This document is to be used in conjunction with the University of Alaska Board of Regents' Policies and the University of Alaska Anchorage Policies. If there is a conflict between the policies and the College of Career and Vocational Education Procedures and Guidelines for faculty evaluation, the policies will prevail.

Approved by the Provost and Vice Chancellor for Academic Affairs, May 20, 1994.
Beverly Beeton (Signature on File)
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INTRODUCTION

This document is to be used with the UAA and Board of Regents policies. If there is a conflict between the CCVE document and the policies, then the policies will prevail.

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

Task Force on Promotion and Tenure
Laura Kelley
Ellen McKay
Ray Noble
Curt Sather
Robin Wahto

May 9, 1994

PHILOSOPHY AND PURPOSE OF FACULTY REVIEW

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

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

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

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

1. Order of the CCVE faculty review process.
   a. Anchorage Campus
      i. Division Chairperson
      ii. The Peer Review Committee
      iii. The Dean of CCVE
      iv. UAA Faculty Review Committee **
      v. Vice Chancellor Academic Affairs **
      vi. Chancellor **
   b. Extended Site Campuses
      i. Campus Director
      ii. The Peer Review Committee
      iii. The Dean of CCVE
      iv. UAA Faculty Review Committee **
      v. Vice Chancellor Academic Affair **
      vi. Chancellor **

2. Peer Review Committee members must have tenure and rank at or above the rank to which candidates seek promotion: Tenured associate professors may be elected if there are insufficient numbers of professors to staff the committee.

3. The CCVE Peer Committee shall consist of five elected members, representing a cross-section of CCVE Faculty and disciplines.

4. Committee members shall be elected by the faculty. Elections shall be held annually during fall semester. Terms will be for three years.

5. The Peer Review Committee will submit its completed review to the Dean of the College.

6. The Dean of the College will complete his/her review of the application, thus completing the college level review process. The application will then be forwarded to the next level for review. **

** Promotion and Tenure only
GUIDELINES FOR EVALUATING TEACHING, SERVICE, RESEARCH, AND CREATIVE ACTIVITY

Teaching, service and research/creative activities of the faculty members being considered under these processes cover a wide range of workload assignments and responsibilities often designed to meet the specific needs of the particular discipline, program and/or campus. In arriving at judgments about the quality of teaching, service, and research/creative activities of these faculty members, evaluators are encouraged to review evidence from varied sources. The most reliable and valid indicators of effectiveness may vary with the nature of the individual’s assignment.

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

REVIEW OF TEACHING ACTIVITIES

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

• Formal classroom teaching. This includes campus and off-campus courses for which University credit is given and the number of student contact hours is defined.
• Individualized instruction. An example is an independent study course.
• Non-credit courses offered through the University that are part of the normal workload.
• Training or other seminars that are part of the normal workload.
• Student advising of currently enrolled students as to courses scheduling and matriculation.
• Program direction of graduate degree candidates; service on thesis committees.
• Distance delivery and course/curriculum.
• Program and curriculum development.
• Course development and revision.
• Instructional materials development, including laboratory manuals and media presentations.
• Other teaching experiences such as short courses offered by the computer center or guest lectures.
• Supervision of student teaching, practicums, internships, or externships.
• Preparation of program review, self-study report, or other accreditation documents.
• Non-traditional teaching activity – distance delivery and course/curriculum development.
• Use of technology in the classroom – Computer Based Instruction, Computer Aided Instruction, Multimedia, Video, CD Rom, Laser Disk, or networks.
REVIEW OF SERVICE ACTIVITIES

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

UNIVERSITY SERVICE

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

Department
- Provides advising to students in both academic and occupational areas.
- Furnishes program support, program development.
- Coordinates program advisory committees.
- Maintains and repairs laboratory equipment.
- Supervises and furnishes support of laboratories.
- Supervises adjunct faculty and student aides.
- Mentors other faculty.

College
- Serves on a college committee.
- Provides leadership on a college committee.
- Serves on Dean’s council.
- Provides technical assistance to other college departments.
- Acts as liaison to the community or industry.

Campus
- Serves on a campus wide committee.
- Provides leadership on a campus wide committee.
- Provides technical assistance to other schools and colleges.
- Provides service to the Alaska Community College Federation of Teachers.

Statewide
- Serves on a statewide committee or task force.
- Provides leadership on a statewide committee or task force.
- Provides technical assistance to other schools and colleges.
- Provides service to the Alaska Community College Federation of Teachers.
PROFESSIONAL SERVICE

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

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

COMMUNITY SERVICE

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

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

REVIEW OR RESEARCH/CREATIVE ACTIVITIES

Certain faculty members may permanently be assigned tripartite workloads that will entail projects in creative activities or research. Expectations about the extent and quality of these activities will vary for faculty members according to their rank, contractual agreement, and resources available. There is an extremely diverse range of research/creative products. Below are examples of activities and products which constitute valid research/creative activity. The quality of creative products will be given careful consideration and may result in a particular research/creative activity receiving more or less recognition than other works.

DEFINITION OF APPROPRIATE RESEARCH/CREATIVE ACTIVITY

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

Examples:

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

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

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

ACTIVITIES WHICH SHOULD BE REPORTED
Faculty members will include in their activity report information summarizing their research/creative activities over the review period and their research/creative productivity in terms of professional contributions during this time:

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

RESEARCH/CREATIVE PRODUCTS
There exists a continuum of research/creative products ranging from papers presented at local
meetings to publication of a major book. All types of research/creative productivity are to be
valued, but some types will receive greater recognition that others.

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

• Books (authored or edited)
• Refereed Monographs
• Funded Research proposals
• Refereed Journal Articles
• Articles in Edited Books
• Refereed proceedings
• Laboratory Manuals and Instructional materials for Publication
• Non-Refereed journal Articles
• Reviews of Articles for Publication or Conference Presentation
• Reviews of Computer Software or hardware
• Journal Comments and Notes
• Non-Refereed proceedings
• Cases Published
• Research Reports
• Paper Presented at a Professional Meeting
• Annotated Bibliography
• Translations, Collections, Bulletins, Synopses, Abstracts, Books of Readings,
  Manuals, Journal Comments and Notes
• Newspaper Editorials, Articles
• Grant proposals
• Receipt of extramural funding
• Final report for a grant
• Published a paper in ERIC
• Student theses, investigative project or other research
• Computer programs
• Computer Based Instruction, Computer Aided Instruction, Multimedia, Video, CD
  Rom, Laser Disk, or networks.
PREPARING THE ACTIVITY REPORT RESEARCH/CREATIVE SECTION:
Following the guidelines summarized in this text, research/creative activities and products should be concisely described. In addition to simply listing research/creative activities and products, the faculty member should include all honors and/or special recognition received from the professional community over the review period. A very brief statement (one or two short paragraphs) should be given relating the individual's research/creative contributions to the goals and objectives of their professional development and those of their department or Campus/College as a whole.
PROMOTION

MINIMUM CRITERIA

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

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

Associate Professor
Meet criteria for initial appointment to associate professor (see Appendix A)
Or
Terminal degree in the discipline or appropriate field (see Appendix B)
And
Demonstrated evidence of successful college-level teaching, service, and research/creative activity
And
Five (5) years at the rank of assistant professor, of which three (3) must be at UAA

Professor
Terminal degree in the discipline or appropriate field (see Appendix B)
And
Evidence of exemplary teaching, service and research/creative activity
And
Five (5) years at the rank of associate professor, of which three (3) must be at UAA

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

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

ASSOCIATE PROFESSOR
Meet criteria for initial appointment to associate professor (see Appendix A)
Or
Master’s degree in the discipline or appropriate field
And
Documented evidence of successful college-level teaching and service
And
Five (5) years at the rank of assistant professor, of which three (3) must be at UAA***

PROFESSOR
Terminal degree in the discipline or appropriate field. A master’s degree in the discipline or appropriate field shall be considered the terminal degree for former community college faculty who transferred to UAA under terms of Board of Regents’ Policy 04.11.01 July 1, 1987 (see Appendix B)
And
Evidence of exemplary teaching and service
And
Five (5) years at the rank of associate professor, of which three (3) must be at UAA***

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

ASSISTANT PROFESSOR
Meet criteria for initial appointment to assistant professor (see Appendix A)
Or
Associate degree and competency-based professional credentials signifying recognized authority status in the field
And
Documented evidence of successful teaching and service
And
Two (2) years at the rank of instructor ***

ASSOCIATE PROFESSOR
Meet criteria for initial appointment to associate professor (see Appendix A)
Or
Master’s degree or bachelor’s degree plus 30 semester hours of systematic study, at least 15 of which are at the graduate level, or an equivalent amount of professional/technical recurrent training at an appropriate level
And
Documented evidence of successful teaching and service
And
Five (5) years at the rank of assistant professor, of which three (3) must be at UAA***

PROFESSOR
Master's degree in Vocational Education or other appropriate field
And
Evidence of exemplary teaching and service
And
Five (5) years at the rank of associate professor, of which three (3) must be at UAA***

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

EVALUATION GUIDELINES

ASSISTANT PROFESSOR
The key concept for promotion to Assistant Professor is “potential for success” where “success” mean “resulted in a positive outcome.” The candidate must demonstrate through the promotion file that each workload component meets this requirement.

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

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

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

Examples of accomplishments that would indicate “potential for success’ attainment of criteria:

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

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

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

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

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

ASSOCIATE PROFESSOR
The key concept for promotion to Associate Professor is “successful”, which means “resulted in a positive outcome”. The candidate must demonstrate through the promotion file that each workload component meets this requirement.
TEACHING CRITERIA
Provides leadership and guidance regarding curriculum issues and in the development, delivery, and evaluation of educational activity.

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

- Colleagues recognize and seek out the expertise of this individual.
- Serves as a resource to other faculty in advising students.
- Demonstrates mature levels of critical thinking and contributes knowledge to the field.
- Demonstrates leadership in course and curriculum development activities.
- Serves as role model in providing academic advising, educational planning, vocational/career counseling on an individual or group basis.
- Demonstrates leadership in designing and teaching/facilitating credit/non-credit workshops, seminars, and short courses.
- Demonstrates leadership in designing and developing and/or evaluating materials to enhance the teaching process (i.e., planning sheets, degree formats, etc.).
- Provides guidance and direction designing and delivering educational services to special student populations (i.e., Alaska Native, disabled, re-entry, economically disadvantaged, etc.).
- Initiates course development appropriate to area of expertise and student need.
- Administers student cooperative education, internship, externship, or practicum programs.
- Provides technical assistance to other faculty, departments, schools and colleges, campuses, or the community/

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

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

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

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

EXAMPLES OF ACCOMPLISHMENT THAT WOULD INDICATE "SUCCESSFUL" ATTAINMENT OF CRITERIA:

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

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

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

PROFESSOR

The key concept for promotion to Professor is "exemplary" which means "serving as a positive model for others". The candidate must demonstrate through the promotion file that each workload component meets this requirement.

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

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

- Receives positive student evaluations where positive student evaluations means that a majority of the student's evaluations were 3 or greater on a scale of 1 to 5.
- Requested by agencies and individuals outside the Campus/College as a visiting lecturer or as a consultant in curriculum/program development.
- Functions as an evaluator for other teaching agencies.
- Serves as a leader in areas such as content, curriculum development, program planning, and evaluation.
- Elective courses or course sections are well subscribed to or requested.
- Receives recognition and honors for teaching excellence.
- Teaching innovations, media, or testing materials widely used.
- Widely recognized for expertise in discipline area.
- Colleagues document that the candidate's teaching has been facilitated by role modeling or by active assistance.

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

EXAMPLES OF ACCOMPLISHMENTS THAT WOULD INDICATE "EXEMPLARY" ATTAINMENT OF CRITERIA:

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

- Provides leadership in the undertakings of the Campus/College.
- Represents the Campus/College at regional or national meetings.
- Recognized for administrative expertise.
- Evaluations by peers and colleagues across disciplines indicate effective leadership qualities.
- Chairs or provides a leadership role on a University committee.
- Chairs and/or serves on special review groups, task forces, and policy-making bodies.
- Recognized leadership in regional and national organization(s).
- Serves as a consultant to colleagues in area of expertise at regional, state, and/or national level.
- Contributes significantly to a major policy-making body.
- Provides leadership to a major University committee.
- Chairs or Coordinates Department.
Research/Creative Activity Criteria
Independently (or as lead investigator) initiates, designs, executes, and reports original research. Expertise on research is recognized nationally. Research consultation is solicited by individuals beyond the local area (i.e., throughout the state or region).

EXAMPLES OF ACCOMPLISHMENTS THAT WOULD INDICATE “EXEMPLARY” ATTAINMENT OF CRITERIA:

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

- Continued demonstration of productivity through publication in refereed professional journals or professionally recognized publications and/or presentation at national and international conferences.
- Recognized by experts as a senior researcher in areas of expertise.
- Appointed to regional and national research review board(s) and committee(s).
- Obtains significant external funding to support research interests.
- Reputation for outstanding scholarship at local, regional, and national level.
- Serves as editor or on editorial board for professional journal.
- Mentors junior faculty.
- Author’s book.
APPOINTMENT TO TENURE

The primary purpose of tenure is to assure the academic community of an environment that will nurture academic freedom by providing employment security to faculty members and faculty continuity to the university. Tenure gives the full-time faculty member freedom to teach, to research, or to engage in public service, but it does not release him or her from responsibility to maintain high standards of professional performance or conduct.

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

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

1. Initial appointment to full professor. Faculty initially appointed to the rank of full professor will be awarded tenure at the time of appointment.

2. Initial appointment to associate professor. Initial appointment to the rank of associate professor may be made with or without tenure. Faculty receiving such appointment without tenure must be reviewed for tenure no later than the fourth (4th) consecutive year of service. Appointments to associate professor may continue beyond the fifth (5th) year only with tenure.

3. Promotion to associate professor. Non-tenured faculty undergoing review for promotion to associate professor must also be reviewed for tenure. Promotion to associate professor cannot be made without prior or simultaneous award of tenure.

4. Initial appointment to assistant professor. All non-tenured faculty appointed at the rank of assistant professor must be reviewed for tenure no later than the seventh (7th) consecutive year of service.

5. Initial appointment to instructor. Tenure may be awarded to faculty holding the rank of instructor. Time in the rank of instructor shall count toward tenure.

6. Change in bipartite or tripartite workload category prior to tenure. Faculty who desire to change the designated bipartite or tripartite workload category before being awarded tenure are required to meet the criteria for initial appointment (see Appendix A) to the rank in the workload category to which they wish to change.

7. Change in bipartite or tripartite workload responsibility after tenure. Tenure, once granted, shall not be affected by a change in bipartite or tripartite workload responsibility.

8. Denial of tenure. A faculty member may elect to stand for tenure under this process. In so doing, the candidate may withdraw at any step in the process prior to review by the Chancellor. If the decision of the Chancellor is to deny tenure, the faculty member shall be offered a terminal appointment.
APPENDIX A

INITIAL APPOINTMENT

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

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

Assistant Professor
Terminal degree in the discipline or appropriate field (see Appendix B)
And
Evidence of a potential for successful teaching, service, and research/creative activity.

Associate Professor
Terminal degree in the discipline or appropriate field (see Appendix B)
And
Five (5) years successful performance at the rank of assistant professor, including evidence of accomplishment in the area of research/creative activity.

Professor
Initial appointment to the rank of professor is an extraordinary event. A professor may be appointed based on exemplary academic performance. Terminal degree in the discipline or appropriate field (see Appendix B) and national or international reputation for excellence within the discipline or field as demonstrated by evidence of outstanding performance in teaching, service, research/creative activity
Or
A national or international reputation for excellence within the discipline or field relevant to the proposed assignment may be grounds for such an appointment.

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

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

Assistant Professor

Master’s degree in the discipline or appropriate field

And

Two (2) years documented successful teaching and service.

Associate Professor

Master’s degree in the discipline or appropriate field

And

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

Professor

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

And

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

And

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

Or

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

BIPARTITE VOCATIONAL EDUCATION

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

Instructor

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

Assistant Professor
Bachelor’s degree in the discipline or appropriate field
And
Two (2) years documented successful teaching and/or related work experience beyond the apprentice level in an area directly related to the faculty appointment.

Associate Professor
Master’s degree in the discipline or appropriate field
And
Three (3) years documented successful teaching
Or
Bachelor’s degree plus 30 semester hours of systematic study in a closely related discipline area, or an equivalent amount of professional/technical recurrent training at an appropriate level.
And
Five (5) years documented professional experience beyond the apprentice level in an area directly related to the faculty appointment.

Professor
Initial appointment to the rank of professor is an extraordinary event. A professor may be appointed based on exemplary academic performance
And
Master’s degree in vocational education or other appropriate field
And
Six (6) years outstanding documented teaching and/or professional experience beyond the apprentice level in an area directly related to the faculty appointment
Or
A national or international reputation for excellence within the discipline or field relevant to the proposed assignment may be grounds for such an appointment.
APPENDIX B
TERMINAL DEGREES

COLLEGE OF CAREER AND VOCATIONAL EDUCATION

The following list constitutes the terminal degrees for all disciplines within the College of Career and Vocational Education

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Terminal Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture (MSC)</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Air Traffic Control</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Architectural &amp; Engineering Technology</td>
<td>Master’s or 5-year bachelor degree in appropriate discipline</td>
</tr>
<tr>
<td>Auto/Diesel Technology</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Aviation Administration/Professional Piloting</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Aviation Maintenance Technology</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Dental Programs</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>Master’s or 5-year bachelor degree in appropriate discipline</td>
</tr>
<tr>
<td>Fire Science Technology</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Human Services</td>
<td>EdD or PhD in appropriate discipline</td>
</tr>
<tr>
<td>Industrial Process Instrumentation (KPC)</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Mechanical Technology (KPC)</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Medical Laboratory Technology</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Petroleum Engineering Aid (KPC)</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Petroleum Technology</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Refrigeration and Heating (MSC)</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Surveying/Mapping Science</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Technology (Bachelor)</td>
<td>Master’s degree in appropriate discipline</td>
</tr>
<tr>
<td>Vocational Teacher Education</td>
<td>EdD or PhD in appropriate discipline</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>Master’s or 5-year engineering degree in appropriate discipline</td>
</tr>
</tbody>
</table>
DEGREES SPECIFIC TO DISCIPLINE AND
THOSE DEGREES IN APPROPRIATE RELATED FIELDS

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

Air Traffic Control
Associate degree: Air Traffic Control or Professional Piloting.

Bachelor’s degree: Air Traffic Control, Aeronautical Science, or Vocational Education.

Masters degree: Air Traffic Control, Aeronautical Science or Vocational Education.

Auto/Diesel Technology
Associate degree: Auto and/or Diesel Technology

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

Masters degree: Adult Education, Vocational Education, or Engineering.

Aviation Maintenance Technology
Bachelor’s degree: Mechanical, Electrical or Aerospace Engineering Technology, Aircraft Maintenance Engineering or Mechanical, Electrical or Aeronautical Engineering, Vocational Education.

Electronics Technology
Associate degree: Electronics Technology

Bachelor’s degree: Electronics Technology, Industrial Arts, Vocational Education, Electrical Engineering.

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

Masters degree: Vocational Education, Electrical Engineering.
Food Service Technology
Associate degree: Food Service Technology.

Bachelors degree: Science, Education, Business, Management, Hotel Restaurant Management, with major or minor in an area of Food Service Technology.

Masters degree: Vocational Education, Hotel Restaurant management, Business, Management.

Vocational Teacher Education
Masters degree: with emphasis in Vocational Education related area.

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