

UNIVERSITY OF ALASKA ANCHORAGE

COMMUNITY AND TECHNICAL COLLEGE

**FACULTY EVALUATION
GUIDELINES**

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 agreements (CBAs), 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. If a conflict exists between the policies, procedures and/or guidelines and the CBAs, the CBAs prevail.

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__APPROVED as Revised August 2014_____
Dr. Karen Schmitt, Dean

__APPROVED August 2014_____
Dr. Elisha Baker, Provost

COMMUNITY AND TECHNICAL COLLEGE TASK FORCE ON FACULTY EVALUATION GUIDELINES

University of Alaska Anchorage (UAA) Policy places the primary responsibility for faculty evaluation decisions related to the progression towards tenure, tenure, promotion, and hiring of faculty members in each school or college. This document has been prepared by a task force representing faculty within the Community and Technical College (CTC). The new guidelines incorporate criteria and guidelines approved in April of 2000, a revision effort in April 2006, and modifications to meet the new University-wide guideline criteria. These new guidelines are designed to provide working definitions, as well as elaboration and clarity, to the UAA Faculty Evaluation Guidelines dated June 6, 2012 relative to programs within CTC. This document does not supersede current UAA Policy or Board of Regents Policies and is intended to be consistent with those policies.

Task Force Members:

Ellen McKay, Chair
Ray Noble
Helena Spector
Louis Nagy

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CONTENTS

Title and Approval Page	1
Task Force on Faculty Evaluation Guidelines	2
Contents	3
Introduction	5
Terminal Degree	5
Faculty Workloads	5
Professional development	6
Scholarship	6
Community Engagement	6
The Review Process	7
Levels of Review	7
Types of Review	7
Criteria for Assessing the Quality and Significance of Scholarship	8
Tenure and Promotion Review for Joint Appointments	8
Denial of Tenure	8
Criteria for Initial Appointment, Tenure and Promotion	9
Initial Appointment	9
Instructor	9
Assistant Professor	9
Associate Professor	9
Professor	10
Tenure and Promotion	10
Instructor	10
Assistant Professor	11
Associate Professor	11
Professor	12
Emeritus	12
Distinguished Professor	12
Scholarship in Teaching	13
Instruction and Learning Experiences	13
Librarianship	13
Building and Developing Curriculum and Learning Resources	13
Mentoring Students	13
Advancing Teaching Excellence	14
Advancing Student Excellence	14
Reporting Teaching Activity	14
Evaluation of Teaching Activities	15
Instructor	15
Assistant Professor	15
Associate Professor	16
Professor	17

Scholarship in Academic Research and Creative Activity	18
Conducting and Disseminating Academic Research	18
Producing and Performing Creative Works	18
Developing and Disseminating Curriculum and Pedagogical Innovations	18
Developing and Disseminating Innovations in Clinical and Craft Practice	19
Editing and Managing Creative Works	19
Leading and Managing Funded Research, Contracts, and Creative Projects	19
Reporting Academic Research and Creative Activity	19
Evaluation of Academic Research and Creative Activity	19
Assistant Professor	20
Associate Professor	20
Professor	21
Scholarship in Service - Public, Professional, and University	22
Public Service	22
Service to Society	22
Community Engaged Service	22
Professional Service	22
Service to the Discipline, Craft or Professional Field	22
University Service	23
Governance	23
Academic and Faculty Development	23
Student Success Support	23
Compensated Service	23
Reporting of Service Activities	24
Evaluation of Service Activities	24
Instructor	24
Assistant Professor	24
Associate Professor	25
Professor	25
Full and Abbreviated File Preparation	26
Full File	27
Abbreviated File	28
Community and Technical College Peer Review Committee	29
Reviewer Training	29
Department/Division/Campus Faculty Evaluation Guidelines	31
Faculty Evaluation Guideline Review and Approval Process	31
Appendix A: Mission, Goals, Priorities, and Core Themes	32
Appendix B: Academic and Professional Qualifications	34

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 retention, 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 progression, fourth-year, tenure, post-tenure, sixth-year 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 CTC are listed in Appendix A.

Terminal Degree

The faculty in the CTC represent an extraordinarily wide range of disciplines. The college offers occupational endorsements; undergraduate certificates; associate, bachelors, 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, "terminal degree" refers only to the academic credentials required to be appointed or promoted to the rank of Professor. The terminal degrees for CTC and community campus programs are listed in Appendix B.

Faculty Workloads

Faculty members have a professional responsibility to their students, their discipline, their craft or professional field, the University, and the community. The components of faculty responsibility consist of teaching, service, and academic research/creative activity. Faculty members shall confer with the program Chair, Director, campus Director or President to prepare a proposed annual workload agreement. The intent is to ensure this workload process strikes a balance between academic freedom, professional aspirations and the program/division/college/university operational requirements. The resulting workload should provide the faculty member with the opportunity to meet the criteria for progression towards tenure/retention, tenure, promotion, and/or post-tenure reviews. The signed Annual Workload Agreement serves as the contractual agreement outlining the faculty member's responsibilities expected for the specified time period. If the faculty member's assignments change, the workload agreement must be revised because of the contractual component of the 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

Professional Development

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 the workload noted above, it is expected that each faculty member shall engage in professional development activities on a continuing, long-term basis. Professional development of faculty is considered important in order to stay current in their disciplines and in the teaching of their disciplines.

Scholarship

The faculty evaluation guidelines of UAA are grounded in a definition of scholarship that can be appropriately applied to the full scope of academic work. Recognizing that not all faculty members will engage in all forms of scholarship, a more inclusive definition of scholarship allows for greater recognition of the diverse scholarly activities and outcomes that reflect the mosaic of faculty talent that strengthens the college as a whole.

Community Engagement

Engagement, in all its forms, is at the center of UAA's mission and vision; the Carnegie classification as an "Engaged University" reflects that commitment. Community engagement at UAA recognizes, respects, and values the knowledge, perspective, and resources shared among our partners. UAA describes community engagement as collaborations between institutions of higher education and individuals, organizations, and institutions in their larger communities (local, regional, state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Community engagement is central to CTC's mission. Established in 2000, CTC's mission is to connect academic programs with community needs. 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.

THE REVIEW PROCESS

Scholarship in teaching, research/creative activities, and service of the faculty members being considered under these processes cover a wide range of workload assignments and responsibilities that are often designed to meet the specific needs of the particular discipline, program, and/or campus. The burden of evidence for demonstrating the attainment of criteria before tenure or promotion rests with the candidate.

The candidate should notify the Dean, Director, or Campus Director or President, of his or her decision regarding the type of review (annual progression, fourth-year, tenure, promotion, post-tenure, or sixth-year) in his or her cover letter.

Levels of Review

1. Division and/or Department Chair (if applicable per relevant collective bargaining agreement (CBA)), or Campus Director (for Community Campuses)
2. CTC Peer Review Committee
3. CTC Dean
4. University-wide Faculty Evaluation Committee
5. Provost
6. Chancellor

Types of Review

- Annual Progression towards Tenure Review involves review levels 1 through 3.
 - Tenure-track faculty members shall submit an Abbreviated File.
- Comprehensive 4th Year Review involves review levels 1 through 5.
 - Tenure-track faculty members shall submit a Full File.
 - To be eligible, the faculty member shall meet the criteria for initial appointment to his or her current rank.
- Tenure Review involves review levels 1 through 6.
 - Tenure-track faculty members shall submit a Full File.
 - To be eligible for tenure, a faculty member must present evidence of successful scholarship as specified in the applicant's workload agreements.
- Promotion Review involves review levels 1 through 6.
 - Tenure-track and tenured faculty members shall submit a Full File.
 - To be eligible, the faculty member shall meet the criteria of initial appointment to the rank that she or he is seeking promotion to.
- Non-Comprehensive Post-tenure Review involves review levels 1 through 3 (when applicable per relevant CBA).
 - Tenured faculty members shall submit an Abbreviated File.
- Comprehensive 6th Year Post-tenure Review involves review levels 1 through 5.
 - Tenured faculty members shall submit a Full File covering the preceding six years.
 - To meet the standard, the faculty member shall meet the criteria for initial appointment to his or her current rank.
- Professor Emeritus Review involves review levels 1 through 6.
 - Follow the procedure outlined in the University-wide faculty evaluation guidelines.

- Distinguished Professor Review involves review levels 1 through 6 plus University of Alaska President and Board of Regents approval.
 - Follow the procedure outlined in the University-wide faculty evaluation guidelines.

Criteria for Assessing the Quality and Significance of Scholarship

Scholarship may take many forms, including discovery, integration, application, engagement, and transformation/integration.

The criteria for the evaluation of scholarship include the following:

- Reflects a high level of discipline-related expertise.
- Establishes clear and relevant goals.
- Uses appropriate methods and resources.
- Effectively documents and communicates activities.
- Results in positive impact or outcomes.
- Upholds professional ethical standards.

Tenure and Promotion Review for Joint Appointments

A joint appointment is an appointment in which 50% effort is assigned to each of two promotion and tenure granting academic units. Faculty members with this appointment are advised to follow the procedures outlined in the UAA University-Wide Faculty Evaluation Guidelines.

Denial of Tenure

Faculty who are not awarded tenure by the end of their mandatory year of review shall be offered a terminal appointment for one additional year of service. If a faculty member chooses to stand for tenure prior to the mandatory year and the Chancellor's decision is to deny tenure, the faculty member may continue as a tenure-track faculty member, but may not stand again for tenure prior to the mandatory year.

The candidate will have the right of grievance or complaint. See the procedures outlined in the UAA University-wide Faculty Evaluation Guidelines and the process outlined by the appropriate CBA.

CRITERIA FOR INITIAL APPOINTMENT, TENURE AND PROMOTION

Initial Appointment

Proper initial appointment of faculty is the crucial first step to the review for promotion and tenure. Assigning initial rank and tenure status needs to be thoroughly reviewed and discussed between the college and department to best serve the program but also the faculty member. Placing a faculty member who does not meet the criteria for their rank sets in motion a strong potential for failure in the review process. However, it is recognized that CTC or community campus programs may require faculty whose education and/or experience may be different from the stated criteria. In special cases, a 5-year bachelor's degree or certified advanced professional competency may be substituted for an advanced degree. Exceptions to the discipline's terminal degree or experience qualifications for rank must be fully justified. The exception should also be presented in the file during reviews for tenure and/or promotion. The basis for exception shall be outstanding academic performance and/or outstanding professional experience.

Instructor

Evidence of, or promise of professional growth and development of high-quality scholarship. Holds an associate degree specific to the discipline or minimum credentials appropriate to the discipline, such as professional certifications or licensure combined with other academic degrees as appropriate (see Appendix B).

and

Appointees will have documented competence in the profession or discipline and the ability to effectively communicate training and subject matter to others.

Assistant Professor

Achievement or definite promise of continuous professional growth and contributions of high-quality scholarship. Holds the appropriate degree in the discipline or field (see Appendix B).

and

Two years of documented successful scholarship and/or documented professional experience beyond the apprentice level in an area directly related to the appointment is customary.

Associate Professor

Significant accomplishments of high-quality scholarship and contributions to the profession, craft or academic field. Holds the appropriate master's or Terminal Degree in the discipline or field (see Appendix B).

and

Five years of documented successful performance at the Assistant Professor level and/or documented significant scholarship at the Associate Professor level is customary.

Professor

Initial appointment to the rank of Professor is an extraordinary event that requires documentation of extensive accomplishment and a sustained record of excellence in scholarship. Must hold the Terminal Degree in the appropriate discipline or field (see Appendix B).

and

Six years of documented successful performance at the Associate Professor level and/or documented significant scholarship at the Professor level in the field is customary. A national or international reputation for excellence within the discipline, craft, or profession may be grounds for such an appointment.

At the time of hire, a faculty member may negotiate up to three years of service from a prior institution to be counted toward their faculty service at the university. New faculty should be notified of this possibility by their hiring unit administrator. Any prior years of service which are subsequently granted should be documented in the faculty member's initial letter of appointment. The faculty member should present evidence of the credit for prior service and evidence of accomplishments during those years in the Full File for tenure and/or Promotion.

Tenure and Promotion

A faculty member may submit a file and request a review for tenure in any year of service. However, he or she must be reviewed no later than the mandatory year of review. A faculty member evaluated for tenure prior to the mandatory year for review shall be evaluated on the basis of performance expectations that would exist at the time of mandatory tenure review. Initial appointments to the rank of Professor or Associate Professor may be made with or without tenure.

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

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.

Instructor

Faculty members initially appointed to a tenure-track position at the rank of Instructor must be reviewed for tenure no later than the seventh consecutive year of service. Appointments to these ranks may continue beyond the eighth year of service only with tenure. United Academics members in the rank of Instructor are not eligible for tenure.

Candidates for continuing appointment at the rank of Instructor must meet the criteria for initial appointment and show evidence of, or promise for, sustained professional growth and development of high-quality and significant scholarship.

Assistant Professor

Faculty members initially appointed to a tenure-track position at the rank of Assistant Professor must be reviewed for tenure no later than the seventh consecutive year of service. Appointments to these ranks may continue beyond the eighth year of service only with tenure. United Academics members are required to stand for promotion to Associate Professor while standing for tenure and cannot continue at the rank of Assistant Professor beyond the eighth year of service.

Candidates for promotion to Assistant Professor must meet the criteria for initial appointment to Assistant Professor. Candidates must show clear and convincing evidence of continuous professional growth in producing high-quality and significant scholarship within and among the components of the faculty work they are responsible for. Tenure-track United Academics members are hired at the Assistant Professor of higher rank and promotion to the rank of Assistant Professor is not possible.

This includes:

- A sustained record of effectiveness in teaching.
- Contributions of quality and significance to the unit, institution, and profession.
- Evidence of promise of continued contribution to these components in support of the mission of the unit, college, and university.

Associate Professor

Faculty members initially appointed to a tenure-track position at the rank of Associate Professor must be reviewed for tenure no later than the fourth consecutive year of service. Appointments to these ranks may continue beyond the fifth year of service only with tenure.

Tenure-track 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. Candidates for promotion to Associate Professor must meet the criteria for initial appointment to Associate Professor. Candidates must demonstrate clear and convincing evidence of professional effectiveness.

This includes:

- A sustained record of effectiveness of scholarship in teaching.
- High-quality and significant contributions to the profession, craft, or academic field.
- High-quality contributions to the unit, college, university, and profession through service.
- A strong record of professional growth with the promise for continuing accomplishments.
- Demonstration of marked strength in an area of responsibility that advances the mission or reputation of the unit, college, or university.

Professor

Faculty members initially appointed to the rank of Professor without tenure shall be reviewed for tenure no later than the second consecutive year of service. Appointment to Professor may continue beyond the third year only with tenure.

Candidates for promotion to Professor must meet the criteria for initial appointment to Professor and must have been previously awarded tenure. Candidates must show clear and convincing evidence of professional excellence and marked strength in faculty responsibilities.

This includes:

- A sustained record of excellence in teaching.
- Contributions of high quality and significance to the profession, craft, or academic field recognized by peers or constituencies outside the institution.
- Demonstrated record of effective leadership in unit, college, or university affairs and professional service activities.
- A record of sustained professional growth and promise for continuing high-quality and significant scholarship.
- Demonstration of marked strength in one area of faculty responsibilities. The area of strength is one that draws on her or his unique talents to significantly advance the mission or reputation of the unit, college, and university.

Emeritus

Appointment as Professor Emeritus or Emerita is an honor conferred upon a retiree in recognition of a sustained record of outstanding accomplishments that have contributed to the mission, reputation, and quality of the University. Candidates for Emeritus appointment must be full-time faculty members who have attained the rank of full professor and who have retired after a minimum of 10 years at the University of Alaska immediately prior to retirement. In exceptional circumstances, other faculty members who have achieved the highest academic rank available to them based on their professional, craft, or academic credentials and position may also be nominated. Following the consideration and recommendation of the faculty review process, the Chancellor will make the final appointment.

Distinguished Professor

The tenured appointment of Distinguished Teaching Professor, Distinguished Research Professor, Distinguished Service Professor, or University Professor may be given by the Board of Regents on recommendation of unit members and concurrence of the Chancellor and the President. The title of Distinguished Professor or University Professor is considered to be a rare and special achievement. Candidates to be considered for the award of the title must be nominated by their department. Following the consideration of the recommendation by the faculty review process, the Chancellor will make the final recommendation to the Board of Regents.

SCHOLARSHIP IN TEACHING

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

Librarianship

- Selecting and acquiring collections and resources to support curriculum and research.
- Overseeing library operations.
- Providing instruction in library research methods.
- Cataloging and classifying materials.
- Creating and maintaining bibliographic support systems.
- Creating bibliographies, web sites, and other research tools.
- Developing and applying specialized information systems.

Building and Developing Curriculum and Learning Resources

- Developing and revising outcomes-based curriculum and assessment.
- Shaping teaching materials, manuals, software.
- 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.

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.

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

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

- 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.

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

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 as outlined in the CBAs.

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.
- 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 conference 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. 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: Is 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: Is 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, and some 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, and some 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.
- 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” criteria

- 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 collage/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.

FULL AND ABBREVIATED FILE PREPARATION

Each faculty member requesting or required to be reviewed shall submit a file (full or abbreviated) to CTC in accordance with current policies and CBAs in force at that time. The file is the sole evaluative tool for the review process. Therefore, the candidate is reminded that the reviewer is evaluating only the file.

Candidates need to provide accurate, thorough, and clear documentation of achievements for review at the college and university levels. The reviewer will evaluate only the material in the file. Missing, incomplete, or poorly organized files will not receive a favorable evaluation. If an item is not available at the time of file submission, the faculty member should put a placeholder in the file indicating that the item will be submitted when it becomes available. No other new material may be placed in a file after submission. Reviewers at any level of the review process may verify evidence in the file. If the reviewers find a discrepancy in the file, it will be documented in the recommendation. During the faculty response period the candidate may submit a written response clarifying the discrepancy or issue that was specifically raised by the reviewers. The candidate has the right to respond in writing to each level of review. The candidate should expend sufficient effort to organize the file in a manner that makes it easy for the reviewers to find material that supports the candidate's scholarship and illustrates to the reviewers the conclusion sought by the candidate.

There are several sources of information with which the candidate should be familiar when preparing a file. They are:

- Collective Bargaining Agreements.
- Board of Regents Policy.
- University of Alaska Anchorage Faculty Evaluation Guidelines.
- Community and Technical College Faculty Evaluation Guidelines.
- Department Guidelines (as appropriate).

Candidates are strongly encouraged to obtain current copies and utilize the information when preparing their files.

State clearly, at the beginning, the intent of the file, i.e. "This file is submitted for consideration for promotion to Associate Professor, within the Community and Technical College." The discussion should lead the reviewers to the candidate's desired conclusion. The file should be a coherent narrative of how the candidate meets the requirements of the review. The file should be easy to read and present a picture to the reviewers of the candidate's performance. Good organization and mechanics allow reviewers to recognize a candidate's accomplishments. Please note that a candidate may be performing at the level appropriate for the review but if the file is poorly organized and difficult to follow, the reviewers will not be able to evaluate that performance.

Provide documentation of all the items required. If a required item is not in the file, an explanation of why it is not present is needed. Additionally, an explanation of what was done to obtain the missing item and alternate documentation needs to be included. If an activity is described as an indication of performance for the review, it must have accompanying documentation. Without documentation the reviewers cannot evaluate the activity.

Candidates are encouraged to submit files in digital or electronic format.

Full File

Faculty members shall prepare a complete Full File for their comprehensive fourth-year, tenure or promotion, and comprehensive (six-year) post tenure reviews. A Full File showcases a faculty member's scholarly achievements and provides evidence or documentation of accomplishments in the areas of teaching, research or creative activity, and service.

The Full File has three sections and shall include, but is not limited to:

1. A Table of Contents for the file sections and all supporting documentation in each section.
 - a. A letter or note, providing the intent or context of the file presented, is recommended.
 - b. Tabs with typed labels are helpful in quickly locating required information.
2. Section I: Introductory materials, including:
 - a. Initial Letter of Appointment, if necessary for documenting prior years of service.
 - b. Curriculum Vitae.
 - c. Verification of certificates, licenses, and degrees (not required for post-tenure review).
 - d. Annual Workloads for the period under review, signed by the candidate and appropriate designated administrators. The most current workload for each year in review.
 - e. Annual Activity Reports for the period under review, signed by the candidate and appropriate designated administrators. At minimum this document must fulfill the workload agreement.
 - f. Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review.
 - g. Copies of findings and recommendations from the most recent annual progression towards tenure, comprehensive fourth year, tenure, promotion, or post-tenure review(s), whichever is applicable (not required for post-tenure review).
 - h. Letters of recommendation from both internal (UAA) and external peers when seeking tenure or promotion.
3. Section II: Self evaluation.
4. Section III: File evidence that describes and documents high-quality and significant scholarly achievements in each of the relevant areas of responsibility in teaching, research or creative activity, and service.
 - a. Within the teaching section of the file, candidates are required to include:
 - i. All student evaluations from the previous six years (or for all years of service if candidate has been in faculty rank fewer than 6 years). Missing evaluations must be explained. Unusual evaluations may be explained. Student comments are not required, but may be included.
 - ii. A selected example of syllabi from each of the courses he or she has taught. In the case of faculty members who have taught more than eight (8) different and separate courses during the review period, selected representational examples should be included to reflect the scope of content and/or disciplinary areas.

- b. Documentation should be limited to the period under review that includes the years since the candidate was hired in a tenure-track position at UAA, or since the last comprehensive fourth year, tenure, promotion, or comprehensive post-tenure review.
 - i. Service documented should match the workload agreement. Letters of appointment are not proof of service. Certificates of appreciation, letters of commendation, final products/reports, etc. are acceptable.
 - ii. Documentation of research/creative activity.
 - iii. Other supporting documents or samples.
- c. If the candidate was hired with any number of years credited towards tenure or promotion, documentation should be included from these years as well.

Abbreviated File

Faculty members shall prepare an Abbreviated File for their annual progression towards tenure review and third-year post-tenure review (UAFT only).

The Abbreviated File shall contain:

1. A curriculum vitae.
2. A self-evaluation.
3. The Annual Workloads with required signatures, for the review period.
4. The Annual Activity Report(s), with required signatures, for the review period.
5. Feedback from the appropriate designated administrators in response to the Annual Activity Reports for the period under review when applicable.
6. Selected optional documentation to support the self-evaluation.

Candidates may wish to review the University-Wide Faculty Evaluation Guidelines to familiarize themselves with the descriptions of the file elements. It is also highly recommended that candidates attend a training session on how to document their scholarly work or to get updates on any changes to the faculty evaluation policies and procedures.

COMMUNITY AND TECHNICAL COLLEGE PEER REVIEW COMMITTEE

The CTC 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.

Those not eligible to serve include:

- A faculty member who is on an approved leave of absence or sabbatical.
- A faculty member who has been elected to serve, or is currently serving, on a peer review committee at a preceding or subsequent level of review.
- Tenured faculty who are under consideration for promotion. Committee members under review for post-tenure or comprehensive 6th year post-tenure review may continue to serve.
- A faculty member who has an administrative workload of more than 50%.
- A faculty member who has not completed the required reviewer training.

It is the responsibility of the members of the peer review committee and administrators to adhere to the policies and guidelines for conducting the review. Committee members must carefully examine and evaluate the candidate's file using the appropriate criteria of quality and merit and make recommendations to the next level of review.

The CTC Peer Review Committee shall consist of seven (7) elected members, representing a cross-section of CTC faculty and disciplines in accordance with the CBAs (UNAC 9.2.6.d) and UAA FEGs. 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.

The decision of the CTC Peer Review Committee to recommend or not recommend promotion, tenure, or progression towards tenure must be based on the Committee's review of the evidence presented in the candidate's file.

For UAFT-represented faculty, committee votes to recommend or not recommend promotion, tenure, or progression towards tenure will be conducted in an open meeting that allows the candidate to attend. For UNAC-represented faculty, committee votes to recommend or not recommend promotion, tenure, or progression towards tenure will be conducted in closed session as required by Article 9.2.6.d. of the Collective Bargaining Agreement between the UNAC and the University of Alaska.

The CTC Peer Review Committee will submit its completed review to the Dean of the college. The Dean will complete her or his review of the candidate's file, thus completing the college level review process. The files for comprehensive fourth-year, tenure, promotion, or comprehensive sixth-year post-tenure review will then be forwarded to the next level for review. If the comprehensive sixth-year post-tenure review is satisfactory at the unit peer and dean's level, the review is complete.

Reviewer Training

Only CTC Peer Review Committee members who have completed the required reviewer training within the last four years, or more recently if there has been a subsequent change in the policies and guidelines, are eligible to serve. Any faculty member elected or appointed the Committee who has not completed the training must do so before being seated and commencing any committee activities.

All persons serving as reviewers, faculty, Chairs/Directors, and administrators, are expected to conduct themselves according to the ethical standards and guidelines of the university. As faculty evaluation is a key facet in personnel decision-making, the process must be conducted with due diligence to maintain the confidentiality of the candidate and the committees' deliberations.

- Reviewers may not move, remove, or copy any portion of the candidate's file.
- Reviewers must disclose to the committee any potential for conflict of interest in a particular case.
- The other committee members must use due diligence in considering whether recusal is warranted.
- Conflict of interest disclosures and committee decisions regarding recusal must be included in the committee report of findings and recommendations.
- In the case of a disagreement about the possible recusal of a committee member, the Provost or designee will make a determination based on the evidence presented by the committee member and the candidate.

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. Any tenure-track 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, the UAFT and UNAC as appropriate. A proposed change will be implemented only upon the approval of the CTC tenure-track 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

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 (2009)

1. Student Success
2. Educational Quality
3. Research Excellence
4. Faculty and Staff Strength
5. Responsiveness to State Needs
6. Technology and Facility Development
7. Diverse Sources of Revenue

UAA Priorities (2017)

- A. Strengthen and Develop the Total UAA Instructional Program
- B. Reinforce and Rapidly Expand our Research Mission
- C. Expand Educational Opportunity and Increase Student Success
- D. Strengthen the UAA Community
- E. Expand and Enhance the Public Square

UAA Core Themes

1. Teaching and Learning
2. Research, Scholarship, and Creative Activity
3. Student Success
4. UAA Community
5. Public Square

CTC Mission

The mission of the Community and Technical College is to “lead Alaskans and others to successful and satisfying careers through advanced technical education, training and services; to seek to provide Alaska, the nation and the world with a well-educated and technically competent workforce.”

CTC Goals

- Promote student success through quality recruitment, retention, advising, placement and professional development services; through dynamic programs designed to meet high-demand and legacy industry needs; and through high-level service and support at every point of contact with students.
- Improve quality of performance through continuous focus on the teaching/learning process, the career and academic advising process and college-wide customer service.
- Engage the community through interaction and active partnerships with public schools and strategic industry, professional and community stakeholders.
- Reflect Alaska's diversity through student and employee recruitment and through teaching, services, community partnerships and programs that reflect UAA's goals toward cultural, gender and ethnic diversity.
- Be visible in the community through distinctive print and electronic materials, high profile promotional events and activities, and creative collaborations with students, faculty and partners within and beyond the university.

CTC Core Themes

- Student Success
- Programs of Distinction
- Partnerships for Progress

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. Where the academic or professional qualifications are not specified, the program, division, and college will collaboratively determine the acceptability of the faculty member's academic or professional qualifications at the time of recruitment.

The "terminal degree" listed, by discipline, is defined as the academic and/or professional qualification that a faculty member must possess to be considered for promotion to the rank of 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.

Air Traffic Control

Instructor

Associate Degree: Air Traffic Control.

Assistant Professor

Baccalaureate Degree: Air Traffic Control, Aeronautical Science, or appropriate discipline.

Associate Professor

Baccalaureate Degree: Air Traffic Control, Aeronautical Science, or appropriate discipline.

Terminal Degree

Master's Degree in appropriate discipline.

Alaska Experimental Forecast Facility

Instructor

Associate Degree: Not specified.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Apprenticeship Technologies

Instructor

Associate Degree: Not specified.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Architectural and Engineering Technology

Instructor

Associate Degree: Architectural and Engineering Technology or equivalent.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree or five year bachelor degree in appropriate discipline.

Automotive and Diesel Technology

Instructor

Associate Degree: Automotive and/or Diesel Technology or related field, or significant professional experience related to the Automotive and Diesel Technology.

Assistant Professor

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

Master's Degree: Adult Education, Career and Technical Education, Vocational Education, Engineering, Education.

Terminal Degree

Master's Degree: Technology Management, Adult Education, Career and Technical Education, Vocational Education, Engineering, Education.

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

Master's Degree: Not specified or 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

Master's Degree: In appropriate discipline (see above) or Baccalaureate degree plus 30 semester hours of systematic study in an appropriate discipline area or documented extensive professional/technical experience/training at a commensurate level.

Terminal Degree

Master's Degree in appropriate discipline (see above).

Aviation Technology

Instructor

Associate Degree: Not specified.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Career and Technical Education

Assistant Professor

Undergraduate programs: Master's degree with emphasis in career and technical education related area or business administration.

Graduate Programs: Ph.D. or Ed.D. in career and technical Education or related area.

Associate Professor

Undergraduate and graduate programs: Doctorate in a field related to career and technical education and a Master's degree with emphasis in career and technical education related area or business administration.

Terminal Degree

Ed.D. or Ph.D. in appropriate discipline.

College Preparatory and Developmental Studies

Instructor

Terminal Degree.

Assistant Professor

Terminal Degree.

Associate Professor

Terminal Degree.

Terminal Degree

By Discipline.

Composition: Master's degree in English or Composition Studies or other field related to the teaching of writing to adults.

Math: Master's degree in Mathematics, Education, Teaching, or related field.

Reading: Master's degree in English, Reading, Literacy, Education, or other field related to the teaching of literacy.

ESL: Master's degree in Teaching English to Speakers of Other Languages (TESOL, TESL, TEAL), Applied Linguistics or Adult Education with emphasis in English language teaching, or other field related to language learning for adult students.

Computer Electronics

Instructor

Associate Degree: Computer Electronics or equivalent.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Computer Information and Office Systems (ANC, KPC, Kodiak)

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

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

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: Computer and Networking Technology (CNT), IT, or appropriate field.

Assistant Professor

Baccalaureate Degree: IT, Adult Education, Career and Technical Education, or appropriate field.

Associate Professor

Master's Degree: IT, Adult Education, Career and Technical Education, or appropriate field.

Terminal Degree

Master's Degree: IT, Adult Education, Career and Technical Education, or appropriate field.

Computer Systems Technology (Kodiak, MSC)

Instructor

Associate Degree: Computer Systems Technology or equivalent.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Construction Management

Instructor

Associate Degree: Construction Management or equivalent.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree or five year bachelor degree in appropriate discipline.

Corrections (KPC)

Instructor

Associate Degree: Not specified.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Culinary Arts

Instructor

Associate Degree: Culinary Arts.

Assistant Professor

Baccalaureate Degree: 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

Master's Degree: Hotel Restaurant Management, Business, Management, Career and Technical Education, or Culinology.

Terminal Degree

Master's Degree in appropriate discipline.

Dietetics and Nutrition

Instructor

Baccalaureate Degree: Dietetics or Nutrition.

Assistant Professor

Master's Degree: Dietetics, Nutrition, Health Science, Public Health (Must also be Registered Dietitian RD).

Associate Professor

Master's Degree: Dietetics, Nutrition, Health Science, Public Health or Career and Technical Education (Must also be Registered Dietitian RD).

Terminal Degree

Master's Degree (Doctoral Degree preferred) in appropriate discipline (Must also be Registered Dietitian RD).

Health, Physical Education and Recreation

Instructor

Baccalaureate Degree: Health, Physical Education, Recreation or related field.

Assistant Professor

Master's Degree: Health, Physical Education, Recreation or related field.

Associate Professor

Ed.D. or Ph.D. or equivalent: Health, Physical Education, Recreation or related field.

Terminal Degree

Ed.D. or Ph.D. or equivalent in appropriate field.

Heavy Duty Transportation and Equipment

Instructor

Associate Degree: Automotive and/or Diesel Technology or related field, or significant professional experience related to the Automotive and Diesel Technology.

Assistant Professor

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

Master's Degree: Adult Education, Career and Technical Education, Vocational Education, Engineering, Education.

Terminal Degree

Master's Degree: Technology Management, Adult Education, Career and Technical Education, Vocational Education, Engineering, Education.

Hospitality and Restaurant Management

Instructor

Associate Degree: Not specified.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Industrial Process Instrumentation (KPC)

Instructor

Associate Degree: Industrial Process Instrumentation or equivalent.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Mechanical Technology (KPC)

Instructor

Associate Degree: Not specified.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Occupational Safety and Health (ANC, KPC)

Instructor

Associate Degree: Occupational Safety and Health or equivalent.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Paramedical Technology (KPC, MSC)

Instructor

Associate Degree: Paramedical Technology or equivalent.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Petroleum Technology (KPC)

Instructor

Associate Degree: Not specified.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Process Technology (KPC)

Instructor

Associate Degree: Process Technology or equivalent.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

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

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Refrigeration and Heating Technology (MSC)

Instructor

Associate Degree: Refrigeration and Heating Technology or equivalent.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Renewable Energy (MSC)

Instructor

Associate Degree: Not specified.

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree.

Terminal Degree

Master's Degree in appropriate discipline.

Technology

Instructor

Associate Degree: Career and Technology Education or equivalent.

Assistant Professor

Baccalaureate Career and Technology Education or equivalent.

Associate Professor

Master's Degree: Career and Technology Education or equivalent.

Terminal Degree

Master's Degree in appropriate discipline or five-year bachelor degree in appropriate discipline.

Veterinary Assisting (MSC)

Instructor

Associate Degree: Not specified .

Assistant Professor

Baccalaureate Degree: Not specified.

Associate Professor

Master's Degree: Not specified or terminal degree

Terminal Degree

Master's Degree in appropriate discipline

Welding and Nondestructive Testing Technology (ANC, KPC)

Instructor

Associate Degree: Welding and Non-Destructive Testing Technology or equivalent, or significant professional experience related to the Welding and Nondestructive Testing field.

Assistant Professor

Baccalaureate Degree: Technology, Welding Technology, Nondestructive Testing, Industrial Arts, Career/Vocational Education, Engineering. NOTE: Baccalaureate degree may be in an area outside the discipline with an Associate Degree, or extensive documented experience, is in a related area.

Associate Professor

Master's Degree: Adult Education, Career and Technical Education, Vocational Education, Engineering, Education, Materials Science.

Terminal Degree

Master's Degree: Technology Management, Adult Education, Career and Technical Education, Vocational Education, Engineering, Education, Materials Science.