

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

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

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

Faculty hired at the rank of Associate or Full Profeso meatsal jarily

evaluation files is fully described in Article 9 of the the United Academic Collective Bargaining Agreement, and the UAA FEPPs Chapter IV, Full and Abbreviated Files (page 30-34).

The procedures for each type of review and requirements for time in rank and gYfj]W`UhI 55`UfY`UXXfYggYX`]b`FY[YbhgDDc`]Mz`I 55` : UW`m9j U`i Uh]cbPolicies and Procedures, and collective bargaining agreements and guidelines.

H\Y`FY[YbhgDDc`]Mz`I 55`Dc`]Mz`UbX`h\Y`7c`Y[Y`cZ`6i g]bYgg/`Di V`]WDC`]Mz` : UW`m Criteria and Guidelines may be found at:

<http://www.uaa.alaska.edu/facultyservices/tenure/index.cfm> The United Academics collective bargaining agreement may be found at:

<http://www.alaska.edu/labor/>

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The Peer Review Committee shall consist of five members from the College of Business and Public Policy. Four members shall be appointed by the Dean in

Documentation to support Building and Developing Curriculum and Learning Resources may include

- Evidence demonstrating implementation of student outcomes assessment;
- Evidence of new course development;
- Evidence of curriculum or program development or revision; Written feedback from other faculty and peers.

Mentoring Students may include:

- Supervision of independent study, internships, and graduate projects;
- Advising and mentoring of students for academic success and career planning;
- Developing community/professional internships for students;

Documentation to support Mentoring Students may include

- Evidence of out-of-classroom assistance provided for students;
- Evidence of the number of student advisees;
- Evidence of participation in UAA advising and counseling training seminars and workshops;
- Evidence of participation in UAA advising sessions; Feedback from current and former advisees;
- Feedback from UAA faculty and peers.

Advancing Teaching Excellence may include:

- Using student feedback and self-reflection to enhance or change instructional practices;
- Mentoring other faculty members;
- Professional development in support of teaching, including continuing education, participation in pedagogical workshops and seminars, and other methods of keeping current in the field, including self-study;
- Selecting and acquiring textbooks and resources to support curriculum and research;

Documentation to support Advancing Teaching Excellence may include:

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

Evidence of shaping and improving assessment methods;
Evidence of conducting instructional and classroom inquiries (scholarship of teaching and learning);
Evidence supporting the implementation of ideas from professional development activities;
Evidence supporting the use of student feedback and self-reflection to enhance or change instructional practices.

Advancing Student Excellence may include:

Writing letters of recommendation or nominating students for scholarships and awards;

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Undergraduate Research Grants, or presentations at professional conferences;

Including students in research;

Documentation to support the Advancing of Student Excellence may include:

It is recommended to use the same categories for service as listed in the university FEPPD.

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

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

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

Service to the pr

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

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

We encourage faculty to continue gaining direct practical experience in their teaching area or discipline, either through field research, service or consulting. Consulting includes professional activities outside the University for which a faculty member receives compensation. Receipt of nominal honoraria, use of facilities, products or services at no significant additional cost to the provider, and reimbursement of direct expenses shall not be deemed "compensation". A reasonable amount of time performing paid consulting in addition to regular duties during contract periods, or consulting outside contract periods, may be desirable for professional development, but it will not be considered as teaching, academic research or service for purposes of faculty evaluation. Consulting may be considered for its contribution to continuing development of disciplinary or professional knowledge and skill.

C. Intellectual Contributions

Intellectual contributions include academic research and creative activities that support the mission of the College. These include activities that have a significant element of engagement with broader communities.

The purpose of evaluating intellectual contributions (ICs) is threefold: (1) to ensure that every tripartite faculty member meets professionally recognized standards, and (2) to encourage faculty to make contributions to academic research and creative activity on a continuing basis in line with the College's mission and the individual's workload agreement, and (3) to make those outputs publicly available.

Academic research and creative activity may be generated through all forms of scholarship--discovery, integration, transformation/interpretation, engagement, and application--and contributes to the generation and dissemination of knowledge within the discipline, craft or professional field as defined by the respective scholarly community. It is expected that academic research and creative activity will be demonstrated through some combination of one or more of the following categories:

Conducting and Disseminating Academic Research
 Developing and Disseminating Curriculum and Pedagogical Innovations
 Editing and Managing Creative Works
 Leading and Managing Funded Research Programs

The minimum output of academic research for a successful evaluation in any given five year period is two (2) items from Category A and three (3) more from either Category A or Category B of sufficient quality as described below in the general criteria for evaluating quality and significance section. The candidate should also show evidence of a portfolio of on-going research which suggests a sustained record of effectiveness for the foreseeable future.

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

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

Category A

Academic journal articles

Books

Professional or trade journal articles clearly grounded in applied research or

Professional or academic presentations

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Reports and research products – such as computer models - produced as a result of externally-funded research activity.

Initiation and organization of scholarly conferences, symposia, and similar activities

Leading and managing funded research projects

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

Reviewers of the candidate should focus on the quality and significance of the W Ug

B. Service

Excellent performance is expected in university, professional, and community, and is indicated by the level of responsibility and degree of commitment of time and effort. Demonstrated leadership is required. Evidence of leadership may be indicated by, but is not limited to, the following:

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

C. Intellectual Contributions

High quality academic research and creative activity is demonstrated by a record of scholarly work and intellectual contributions that consistently exceeds the minimum standards for effective performance in this category. The primary basis for this determination is the quality of the contributions, though quantity is also valued. Early achievement of the minimum standards for effectiveness is not, by itself, a demonstration of sustained excellence.

General criteria for evaluating quality and significance include:

- The activity reflects a high level of discipline-related expertise.
- The activity demonstrates a systematic approach built on clearly established goals.
- The activity uses appropriate methods and resources
- The activity is effectively documented and communicated to appropriate audiences in ways that subject the intellectual content to critical and independent consideration and review.
- The activity results in positive impact or outcomes, particularly outcomes that are valued by those for whom it was intended.
- The activity upholds professional ethical standards

Specific indicators of quality and significance applicable to intellectual contributions include:

- Favorable comments by outside peer reviewers;
- The reputation of the publication in which the output appears (e.g. ranking of the journal in a discipline);

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

A UghYfdj 8Y[fYY. MS, MBA or MA in Logistics, Supply Chain Management, or a related discipline.

Terminal degree: Doctorate in an appropriate discipline.

A UghYfdj XY[fYY. MBA, MA or MS with a concentration in an appropriate discipline.

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

9I Wdh]cbg Wlb`VY`a UXY`hc`h\Y`A UghYfdj XY[fYY`fYei]fYa Ybh`Z`h\YfY`]g`gi VghUbh]U` evidence of academic preparation and professional experience relevant to the teaching assignment. The professional experience must be significant in duration and level of responsibility, and be current at the time of hiring.

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

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