

# COLLEGE OF BUSINESS & PUBLIC POLICY

University of Alaska Anchorage

## Faculty Evaluation Criteria and Guidelines

This document is to be used in conjunction with the Policies of the University of Alaska Board of Regents (Regents) and the University of Alaska Anchorage (UAA), and the collective bargaining agreements between the University and legally recognized faculty union(s). If a conflict exists between these policies and the others, then the others shall prevail. Requirements addressed in those documents are not repeated herein. Reviewers and candidates are required to consult those documents as necessary.

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## I. Goals of Faculty Reviews

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 appoin

The procedures for each type of review and requirements for time in rank and service at UAA are addressed in Regents' Policy, UAA Faculty Evaluation Guidelines, and collective bargaining agreements and guidelines.

The Regents' Policy, UAA Policy, and the College of Business & Public Policy Faculty Criteria and Guidelines may be found at:

<http://www.uaa.alaska.edu/facultyservices/tenure/index.cfm>

The collective bargaining agreements may be found at:

organization, presentation of material, efforts to keep current in their subject matter, and student evaluations. Evaluations shall include a review of all relevant attributes and may not rely solely or primarily on surveys of student opinions of teaching. Documentation to support all attributes of teaching performance is required. Faculty members who perform below this standard are expected to demonstrate improvement over time.

Due to differences in course content and/or structure, some measurement criteria listed below may not apply to all situations or may apply to multiple situations.

Instruction and Learning Experiences may include:

- Delivery of formal classroom undergraduate and graduate courses for which university credit is given;
- Distance delivery of undergraduate and graduate courses for which university credit is given;
- Additional teaching and w





faculty governance, some union activities, task forces or special projects, and assurance of learning activities.

Service to the profession includes activities in local, regional, national, or international professional associations, groups or organizations, and other contributions to the academic and practitioner community outside the University and within in the faculty member's discipline or area of teaching or research. Examples include but are not limited to the following:

- Holding office, serving on boards, and serving on committees in professional associations;

- Serving as reviewer, discussant and session chair at professional meetings or for journals;

- Reviewing articles, chapters, textbooks and trade books for editors or publishers;

- Membership and/or participation in professional organizations.

Service to the community includes all other service not counted within University service or service to the faculty member's profession. This includes, but is not limited to service to elected officials or candidates for elected positions, public agencies, schools, private businesses, not-for-profit or charitable organizations, public interest groups, community groups, trade associations, labor organizations,





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 practice in the candidate's area of expertise

Chapters in books clearly grounded in the candidate's academic area of expertise

Research monographs and reports

Cases in journals

### Category B

Conference proceedings

Conference presentations

Professional or academic presentations

Editing of books and journals in areas related to the candidate's area of expertise

Published book reviews in areas related to the candidate's area of expertise

Published teaching or instructional materials (e.g., instructor's manuals, study guides, companion CDs, "how to" books) Instructional software

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 candidate's overall performance and progress towards meeting the standards.

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 10 reviewers

## A. Teaching: A Sustained Record of Excellence

Sustained excellence in this area should be based on the overall quality of courses taught. Evidence of quality may be indicated by, but is not limited to, the following:

- Rigor, comprehensiveness, and currency as demonstrated through syllabi;
- Teaching awards and recognitions;
- Outside recognition of collective (not individual) student quality in courses (for example, competitions won by students groups, honors received by multiple students, and other external public recognitions);
- Outstanding efforts directed towards course design and development;
- Outstanding efforts directed towards development of course materials;
- Continual attention to student learning outcomes and measures.

## 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.

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);  
Being cited by other authors;  
Awards;  
Favorable letters or e-mail from readers.  
Special contributions to the college's mission or strategic objectives.

#### D. Status as Academically and Professionally Qualified

Maintaining the status of being both Academically Qualified and Professionally Qualified provides evidence of excellent performance in service and teaching.

### VI. Post-Tenure Review

Faculty members being reviewed post-

Nominating departments must justify their nominations with appropriate supporting evidence. Examples of such evidence include, but are not limited to, documentation of national or international recognition of scholarship, documentation of awards received, or documentation of specific contributions to the profession, the community, or the university. A University Professor demonstrates special achievement in all areas or his or her workload.

## IX. AACSB Accreditation Expectations

AACSB accreditation standards



## X. Appendix

### Terminal and Appropriate Degrees

All terminal and master's business degrees must be from AACSB accredited institutions. All non-business terminal degrees must be from an institution whose business program is accredited by the AACSB or from a program accredited by an association comparable to the AACSB.

The area of teaching and research responsibility shall define the discipline.

#### Accounting

Terminal degree: Doctorate in Accounting, a closely related discipline, or a doctorate and an AACSB Bridge Program certificate. For those individuals teaching taxation the terminal degree can be: (1) an LLM in taxation and a CPA; or (2) a JD or LLB with an accounting master's degree.

Master's degree: Master's in Accounting or Taxation or an MBA with a CPA.

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 Accounting area.

#### Business Administration

Terminal degree: Doctorate in an appropriate discipline. A JD or LLB is an appropriate degree for those individuals teaching business law.

Master's degree: MBA, MA, or MS in an appropriate discipline (note: an MBA without discipline concentration is insufficient)

#### Economics

Terminal degree: Doctorate in economics, agricultural economics, or resource economics.

Master's degree: MA or MS in economics.



## Logistics

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

Master's Degree: MS, MBA or MA in Logistics, Supply Chain Management, or a related discipline.

## Computer Information Systems

Terminal degree: Doctorate in an appropriate discipline.

Master's degree: 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.

Exceptions can be made to the Master's degree requirement if there is substantial 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.

## Public Administration

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

## Research Centers

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