

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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Dr. Karen Schmitt, Dean



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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.

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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.

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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

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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.

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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.

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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.

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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.

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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 511.04 Tf1 0 0 1 72.024.

justified. The exception should also be presented in the file during reviews for tenure and/or promotion. The basis for m4 t1ie9o2 T( dev26 Tm(E )3>7( 53e's7( 5te6(/c81edepa)3(rticren))10(exfd)3(/)-4(oience )8(xp)6(g3(ege)1/



### 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 contribut



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

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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.

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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 d/m





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:

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, profession









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: 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: in accomplishing academic research or creative activities, planning, implementing programs or projects that meet needs beyond the local level by:

- Presenting, demonstrating, delivering



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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.

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 professional methods or techniques.

Utilizes a faculty member's academic, craft, or professional expertise.  
Contributes to the discipline, craft, or professional field and/or the audience or clientele.

campus, or university.

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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.

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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.







*Associate Professor:*

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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



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 w

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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



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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.

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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.



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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.

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

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."

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.

Student Success

Programs of Distinction

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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.

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*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.

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*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.

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*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.

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*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.

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*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.

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*Instructor*

Associate Degree: Aviation Administration/Professional Piloting or equivalent.



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*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.

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*Instructor*

Associate Degree: Computer Systems Technology or equivalent

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*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.

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*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







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*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.

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*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.

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*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.

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*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.

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*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

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*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. NOTD5.9 TmPy EMC -3(r4(. NoDi14)12(n)3(2(r