

# **REGIONAL REVIEW PROCESS**

---

## **Guidelines for Promotion and Tenure Review Process for**

### **University of Alaska Fairbanks**

### **Alaska Community College Federation of Teachers Bargaining Unit Members**

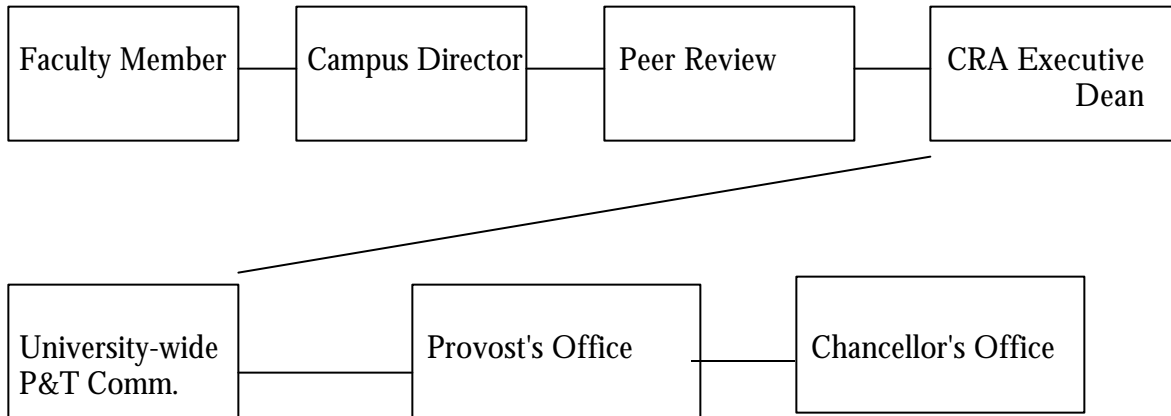
---

# TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	ii
<b>GUIDELINES FOR EVALUATING TEACHING, SERVICE, AND RESEARCH/CREATIVE ACTIVITY</b> .....	1
Teaching Activities, Review of.....	1
Service Activities, Review of.....	2
Creative Activities, Review of.....	4
Research Activities, Review of.....	5
<b>PROMOTION</b> .....	7
<b>MINIMUM CRITERIA</b> .....	7
TRIPARTITE ACADEMIC .....	8
BIPARTITE ACADEMIC.....	8
BIPARTITE VOCATIONAL EDUCATION.....	8
<b>EVALUATION GUIDELINES</b> .....	10
ASSISTANT PROFESSOR STANDARDS AND INDICES .....	10
ASSOCIATE PROFESSOR STANDARDS AND INDICES.....	12
PROFESSOR STANDARDS AND INDICES.....	14
<b>APPOINTMENT TO TENURE</b> .....	16
<b>APPENDIX A</b> - File Preparation Guidelines.....	18
<b>APPENDIX B</b> - Initial Appointment.....	21
<b>APPENDIX C</b> - Counseling Guidelines.....	24
<b>APPENDIX D</b> - Librarian Guidelines .....	26

# INTRODUCTION

## UAF ACCFT Faculty Promotion and Tenure Flow Chart



### Notes:

- Faculty appointment and evaluation is made on the basis of workload, ie, tripartite academic, bipartite academic, or bipartite vocational.
- Candidates shall have an opportunity to review the recommendations made at each level and may submit comments regarding negative recommendations.
- Candidates may add information, such as acceptance of a manuscript or grant proposal, at any time during the review process.
- Candidates, unless in their mandatory year for tenure review, may withdraw from promotion/tenure consideration at any time prior to the time the file is forwarded to the Chancellor for final decision.
- After the Chancellor's decision, any disagreement will be handled under Article 4 -- Grievance Procedure.

# **GUIDELINES FOR EVALUATING TEACHING, SERVICE, AND RESEARCH/CREATIVE ACTIVITY**

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

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

## **REVIEW OF TEACHING ACTIVITIES**

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

- Formal classroom teaching. This includes campus and off-campus courses for which University credit is given and the number of student contact hours is defined.
- Individualized instruction. An example is an independent study course.
- Non-credit courses offered through the University that are part of the normal workload.
- Training or other seminars that are part of the normal workload.
- Student advising.
- Program direction of graduate degree candidates; service on thesis committees.
- Program and curriculum development.
- Course development and revision.
- Instructional materials development, including laboratory manuals and media presentations.
- Other teaching experiences such as short courses or guest lectures.
- Supervision of student teachers or interns.

- Preparation of program, self-study reports, or other accreditation manuals or materials.
- Non-traditional teaching activity -- distance delivery and course/curriculum development.

## REVIEW OF SERVICE ACTIVITIES

University service is critical to an institution. It is assumed that the level of University service will vary among faculty but each member will make at least a minimum contribution in this area and should work with their supervisor in defining the level and mix of service. Service to the university may include the following:

- Student advising.
- Such supportive activities as committee membership, committee chairperson at the departmental, division, and Campus/College level.
- Work on University-level committees such as those created by the Chancellor, Faculty Senate, University Assembly, or ACCFT.

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

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

**Service to the community** is by definition service that is not compensated except as part of normal University compensation. It is composed of two types:

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

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

## REVIEW OF CREATIVE/RESEARCH ACTIVITIES

Certain faculty members may permanently, or on occasion, be assigned tripartite workloads that will entail projects in creative activities or research. Expectations about

the extent and quality of these activities will vary for faculty members according to their rank, contractual agreement, and resources available.

**Definition of appropriate creative activity/research:**

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

Unless explicit statements governing the nature of creative activities have been adopted and approved by the academic unit, the standards below will guide the review process.

**REVIEW OF CREATIVE ACTIVITIES**

There is an extremely diverse range of creative products. Below are examples of activities and products which constitute valid creative activity. The quality of creative products will be given careful consideration and may result in a particular creative activity receiving more or less recognition than other works.

**Creative Products Involving the production of Artistic Works:**

- The production of a play or dance.
- A concert.
- Creative work presented through slides or photographs.
- Directorial concepts.
- Lighting, set, costume design.
- Technical plots.
- Prompt scripts.
- Production photographs.
- Costume renderings with swatches.
- Scenographic models or groundplans/elevations.
- Plots, working drawings, revisions.
- Actor's journals.
- Recordings.

### **Creative Products Involving the Creation of New Works:**

- A sculpture, painting, print, photograph.
- A musical composition.
- An original play, film, screenplay, or adaptation.
- Poetry, short stories, novels, etc. in creative writing.
- Computer programs

## **REVIEW OF RESEARCH ACTIVITIES**

There is, also, an extremely diverse range of research activities which may be conducted. Below are examples of activities and products which constitute valid research activity. Research activity may be divided into three basic categories:

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

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

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

### **Activities Which Should Be Reported:**

Faculty members will include in their activity report information summarizing their research activities over the review period and their research productivity in terms of professional contribution during this time.

1. Research activities not presently reflected in publications, presentations, or papers.
2. Research products completed but not reported.
3. Research products in progress.
4. Research proposals in preparation.
5. Reviews of research proposals for funding agencies.

**Research Products:**

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

Listed below are examples of research productivity. The order in which they are listed is a general reflection of how they might be weighted in some disciplines, assuming that the various examples are of appropriate quality. Some products may vary greatly in the weight they receive depending on their scope. For example, in some disciplines the dollar value of a funded grant proposal may be a factor in the evaluation of the proposal. The quality of research products will be given careful consideration and may result in a particular research product receiving more or less recognition than indicated by the following list. All review stages are to avoid a mechanical application of the list below as a necessity of inflexible hierarchy of value.

- Books (authored or edited)
- Refereed Monographs
- Funded Research Proposals
- Refereed Journal Articles
- Articles in Edited Books
- Refereed proceedings
- Laboratory Manuals and Instructional Materials
- Non-Refereed Monographs
- Non-Refereed Journal Articles
- Reviews of Articles for Publication or Conference Presentation
- Reviews of Computer Software or Hardware
- Journal Comments and Notes
- Non-Refereed proceedings
- Cases Published
- Research Reports
- Paper Presented at a Professional Meeting
- Annotated Bibliography
- Translations, Collections, Bulletins, Synopses, Abstracts, Books of Readings, Manuals, Journal Comments and Notes
- Newspaper Editorials, Articles

**Preparing the Activity Report Research Section:**

Following the guidelines summarized in this text, research activities and products should be concisely described. In addition to simply listing research activities and products, the faculty member should include all honors and/or special recognition received from the professional community over the review period. A very brief statement (one or two short paragraphs) should be given relating the individual's research contributions to the goals and objectives of their professional development and those of their department, division, or Campus/College as a whole.

# PROMOTION

## *MINIMUM CRITERIA*

### **TRIPARTITE ACADEMIC**

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

*Assistant Professor* Meet criteria for initial appointment to assistant professor (See Appendix B).

*Associate Professor* Meet criteria for initial appointment to associate professor (See Appendix B)

**or**

Terminal degree in the discipline or appropriate field

**and**

Demonstrated evidence of successful college-level teaching, service, and research/creative activity

*Professor* Terminal degree in the discipline or appropriate field

**and**

Evidence of exemplary teaching, service, and research/creative activity

## **BIPARTITE ACADEMIC**

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

<i>Assistant Professor</i>	Meet criteria for initial appointment to assistant professor (See Appendix B).
<i>Associate Professor</i>	Meet criteria for initial appointment to associate professor (See Appendix B)  <b>or</b> Master's degree in the discipline or appropriate field <b>and</b> Demonstrated evidence of successful college-level teaching and service
<i>Professor</i>	Terminal degree in the discipline or appropriate field. A master's degree in the discipline or appropriate field shall be considered the terminal degree for former community college faculty who transferred to UAF under terms of Board of Regents' Policy 04.11.01 July 1, 1987 <b>and</b> Evidence of exemplary teaching and service

## **BIPARTITE VOCATIONAL EDUCATION**

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

<i>Assistant Professor</i>	Meet criteria for initial appointment to assistant professor (See Appendix B).
<i>Associate Professor</i>	Meet criteria for initial appointment to associate professor (See Appendix B)  <b>or</b> Master's degree or bachelor's degree plus 30 semester hours of systematic study, at least 15 of which are at the graduate level, or an equivalent amount of professional/technical recurrent training at an appropriate level

**and**

Demonstrated evidence of successful teaching and service

*Professor*

Master's degree in Vocational Education or other appropriate field

**and**

Evidence of exemplary teaching and service

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

## **Assistant Professor**

**The key concept for promotion to Assistant Professor is "potential for success" where "success" means "resulted in a positive outcome." The candidate must demonstrate through the promotion file that each workload component meets this requirement.**

### **Standard 1: (Teaching)**

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

#### **Indices:**

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

- Develops effective teaching methods.
- Documents contributions to course and curriculum development.
- Instructional activities which demonstrate critical thinking and knowledge of the field.
- Documents positive rapport with students.
- Positive student evaluations.
- Participates in course development appropriate to area of expertise and student need.
- Provides academic advising, educational planning, vocation/career counseling on an individual or group basis.
- Designs and teaches/facilitates credit/non-credit workshops, seminars, and short courses.
- Designs and develops and/or evaluates materials to enhance the teaching process (ie, planning sheets, degree formats, etc.).
- Designs and delivers educational services to special student populations (ie, Alaska Native, disabled, re-entry, economically disadvantaged, etc.).

### **Standard 2: (Service)**

**Participates** in planning and implementing professionally related or academic programs, projects, and committee activities.

#### **Indices:**

The following accomplishments are representative of "successful" performance of the above criteria. The list is not exhaustive, nor is it expected that faculty will accomplish all items. Rather, the quality and quantity of accomplishments is expected to increase with time in rank. The list is not a set of criteria nor is it

exhaustive or weighted. The list is merely illustrative and should serve as a guide for faculty and faculty evaluators.

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

### **Standard 3: (Research/Creative Activity)**

**Has an identified area of research or creative activity interest.** /Demonstrates productivity in research and/or creative activities, individually and/or in collaboration with colleagues.

#### **Indices:**

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

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

## **Associate Professor**

**The key concept for promotion to Associate Professor is "successful," which means "resulted in a positive outcome." The candidate must demonstrate through the promotion file that each workload component meets this requirement.**

### **Standard 1: (Teaching)**

**Provides leadership and guidance** regarding curriculum issues and in the development, delivery, and evaluation of educational activity.

#### **Indices:**

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

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

### **Standard 2: (Service)**

**Demonstrates leadership** in service activities.

#### **Indices:**

The following accomplishments are representative of "successful" performance of the above criterion. The list is not exhaustive, nor is it expected that faculty will

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

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

### **Standard 3: (Research/Creative Activity)**

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

#### **Indices:**

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

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

- Serves as guest editor of a journal issue.

## **PROFESSOR**

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

### **Standard 1 (Teaching)**

**Provides leadership and expertise** in matters relating to education and curriculum.

#### **Indices**

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

- Positive ratings on teaching activities are regularly given by students.
- Requested by agencies and individuals outside the Campus/College as a visiting lecturer or as a consultant in curriculum/program development.
- Functions as an evaluator for other teaching agencies.
- Serves as a leader in areas such as content, curriculum development, program planning, and evaluation.
- Elective courses or course sections are well subscribed to or requested.
- Receives recognition and honors for teaching excellence.
- Teaching innovations, media, or testing materials widely used.
- Widely recognized for expertise in discipline area.
- Colleagues document that the candidate’s teaching has been facilitated by role modeling or by active assistance.

### **Standard 2 (Service)**

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

#### **Indices**

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

- Provides leadership in the undertakings of the Campus/College.
- Represents the Campus/College at regional or national meetings.
- Recognized for administrative expertise.
- Evaluations by peers and colleagues across disciplines indicate effective leadership qualities.
- Chairs or provides a leadership role on a University committee.
- Chairs and/or serves on special review groups, task forces, and policy-making bodies.
- Recognized leadership in regional and national organization(s).
- Serves as a consultant to colleagues in area of expertise at regional, state, and/or national level.
- Contributes significantly to a major policy-making body.
- Provides leadership or representation on a major University committee.

### **Standard 3 (Research/Creative Activity)**

**Independently (or as lead investigator) initiates, designs, executes, and reports original research/creative activity.** Expertise on research/creative activity is recognized nationally. Research consultation is solicited by individuals beyond the local area (i.e., throughout the state or region).

#### **Indices**

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

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

## **APPOINTMENT TO TENURE**

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

1. *Initial appointment to full professor.* Faculty initially appointed to the rank of full professor will be awarded tenure at the time of appointment.
2. *Initial appointment to associate professor.* Initial appointment to the rank of associate professor may be made with or without tenure. Faculty receiving such appointment without tenure must be reviewed for tenure no later than the fourth (4th) consecutive year of service. Appointments to associate professor may continue beyond the fifth (5th) year only with tenure.
3. *Promotion to associate professor.* Non-tenured faculty undergoing review for promotion to associate professor must also be reviewed for tenure. Promotion to associate professor cannot be made without prior or simultaneous award of tenure.
4. *Initial appointment to assistant professor.* All non-tenured faculty appointed at the rank of assistant professor must be reviewed for tenure no later than the seventh (7th) consecutive year of service.
5. *Initial appointment to instructor.* Tenure may be awarded to faculty holding the rank of instructor. Time in rank of instructor shall count toward tenure.
6. *Change in bipartite or tripartite workload category prior to tenure.* Faculty who desire to change the designated bipartite or tripartite workload category before being awarded tenure are required to meet the criteria for initial appointment to the rank in the workload category to which they wish to change.
7. *Change in bipartite or tripartite workload responsibility after tenure.* Tenure, once granted, shall not be affected by a change in bipartite or tripartite workload responsibility.
8. *Denial of tenure.* A faculty member may elect to stand for tenure under this process. In so doing, the candidate may withdraw at any step in the process prior to review by the Chancellor. If the decision of the Chancellor is to deny tenure, the faculty member shall be offered a terminal appointment.

### **SPECIAL PROVISIONS**

1. Former community college faculty who were appointed to UAF under terms of Board of Regents Policy 04.11.01 may apply for tenure at the rank to which they were appointed on July 1, 1987.
2. To be eligible for tenure, a faculty member must present evidence of successful service in all areas specified in the workload category identified in the faculty members' application file.

3. For the purpose of review for tenure and promotion, the awarding of a continuing appointment shall be deemed evidence of “successful” years of service for those years prior to July 1, 1987.

## APPENDIX A

### FILE PREPARATION GUIDELINES

These guidelines are to assist faculty members in preparing files for promotion, tenure, or review. Remember, it is a guide and not the only way to present a file.

- I. Review the UAF ACCFT Faculty Review processes for Initial Appointment, Promotion, and Tenure. Note whether your contract is bipartite or tripartite as well as the criteria for Vocational Education.
- II. Faculty Evaluation Files for Promotion and Tenure must include, but are not limited to:

**NOTE: YOU MUST ADDRESS EACH OF THE AREAS AND, IF THE INFORMATION IS NOT AVAILABLE, YOU MUST PROVIDE AN ADEQUATE EXPLANATION.**

- A. workload summary for review year(s)
- B. annual activity report(s)
- C. self-review including objectives for the current year
- D. current vitae
- E. **for non-tenured faculty**, copies of all past reviews; **for tenured faculty**, copy of last review (other reviews available upon request)
- F. student course evaluation summaries for the review year(s)
- G. representative course syllabi for review year(s)
- H. verification of certificates, licenses, degrees, and courses awarded or completed since last promotion or since initial hire
- I. further documentation of research/creative activity, teaching, and service corresponding to applicable workload agreements
- J. letters of recommendation from both internal (UAF) and external (professional, trade colleagues) sources including honors and citations
- K. copies of all review files since initial appointment for tenure review and/or copies of all review files since previous promotion or initial appointment, whichever applies.

- III. Suggested file contents and other recommendations
- A. Bind in 3-ring binder with your name visible on:
    - 1. cover
    - 2. bound edge
  - B. Have included a pocket sheet to add any items named that are outstanding and need addition as they arrive.
  - C. Cover letter
    - 1. explaining purpose of file
    - 2. listing any forthcoming documentation
  - D. Tab sections and label clearly to correspond with index.
  - E. Vitae (not resume)
  - F. Self-review (as faculty member during review period)
  - G. Goals and objectives
  - H. Annual workload agreements
  - I. Annual activity reports
  - J. Past administrative reviews or documentation of reason for their absence

**Reminder: Documents arranged sequentially are helpful to readers and suggest personal organization.**

- K. Documentation for teaching
  - 1. summary list of courses taught
  - 2. supportive data for any teaching activity
    - a. representative course syllabi
    - b. curriculum activities
    - c. advising activities
    - d. program committees
    - e. other and related to teaching responsibilities
  - 3. summary sheets of student course evaluations
- L. Documentation for service -- Committees, position (recommend including hours per week)
  - 1. University/Campus/College
  - 2. Public/Community
  - 3. Professional/Trade
    - a. list organization memberships
    - b. activities, offices held on what level

- 1) national
- 2) state
- 3) local

M. Summary of professional development

N. Letters of recommendation for specific promotion. (Minimum two or three of each) (Individuals writing recommendation should know and use the exact title for which you are applying in their letter and give reasons for their support to the committees and administration.)

1. internal (UAF)
2. external

O. Documentation of other degrees, course work, certificates earned, CEU's, etc. (sequentially arranged)

P. Summary of any research/creative activities

IV. Retain a copy of the complete file prepared for yourself.

**YOU MUST ADDRESS EACH OF THE ABOVE AREAS AND, IF THE INFORMATION IS NOT AVAILABLE, YOU MUST PROVIDE AN ADEQUATE EXPLANATION.**

## APPENDIX B INITIAL APPOINTMENT

### TRIPARTITE ACADEMIC

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

<i>Instructor</i>	Competence in the profession or discipline and the ability to effectively communicate training and subject matter to others. Appointees will hold minimum credentials appropriate to the discipline, such as professional certifications or licensure or appropriate academic degrees.
<i>Assistant Professor</i>	Terminal degree in the discipline or appropriate field <b>and</b> Evidence of a potential for successful teaching, service, and research/creative activity.
<i>Associate Professor</i>	Terminal degree in the discipline or appropriate field <b>and</b> Evidence of successful performance at the rank of assistant professor, including evidence of accomplishment in the area of research/creative activity
<i>Professor</i>	Initial appointment to the rank of professor is an extraordinary event. A professor may be appointed based on exemplary academic performance. Terminal degree in the discipline or appropriate field and national or international reputation for excellence within the discipline or field as demonstrated by evidence of outstanding performance in teaching, service, research/creative activity <b>or</b> A national or international reputation for excellence within the discipline or field relevant to the proposed assignment may be grounds for such an appointment.

### BIPARTITE ACADEMIC

The criteria listed below are intended as the minimum for determining eligibility for initial appointment. However, it is specifically recognized that University programs may require faculty whose education and/or experience may be different from the stated criteria. Exceptions to the minimum time in rank, terminal degree, or experience qualifications for

rank must be fully justified through all review levels. The basis for exception shall be outstanding academic performance and/or outstanding professional experience.

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

*Assistant Professor* Master's degree in the discipline or appropriate field  
**and**  
Documented successful teaching and service.

*Associate Professor* Master's degree in the discipline or appropriate field  
**and**  
Evidence of successful teaching and service in an appropriate institution of higher education and evidence of professional development in the area of teaching or pedagogical related activities or creativity. Programmatic graduate study beyond the master's degree in an appropriate discipline may be substituted in partial fulfillment of this requirement.

*Professor* Initial appointment to the rank of professor is an extraordinary event. A professor may be appointed based on exemplary academic performance  
**and**  
Terminal degree in the discipline or appropriate field  
**and**  
Evidence of outstanding teaching or teaching related activity as evidenced by recognition by peers outside the institution, such as national or international awards for teaching or innovation in teaching, or the development of pedagogical materials adopted for use at other institutions of higher education  
**or**  
A national or international reputation for excellence within the discipline or field relevant to the proposed assignment may be grounds for such as appointment.

## **BIPARTITE VOCATIONAL EDUCATION**

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

*Assistant Professor* Bachelor's degree in the discipline or appropriate field  
**and**  
Evidence of documented successful teaching and/or related work

experience beyond the apprentice level in an area directly related to the faculty appointment.

*Associate  
Professor*

Master's degree in the discipline or appropriate field  
**and**

Documented successful teaching

**or**

Bachelor's degree plus 30 semester hours of systematic study in a closely related discipline area, or an equivalent amount of professional/technical recurrent training at an appropriate level

**and**

Documented professional experience beyond the apprentice level in an area directly related to the faculty appointment.

*Professor*

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

**and**

Master's degree in vocational education or other appropriate field

**and**

Outstanding documented teaching and/or professional experience beyond the apprentice level in an area directly related to the faculty appointment

**or**

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

## APPENDIX C

### COUNSELING GUIDELINES

#### GUIDELINES FOR EVALUATING COUNSELING/TEACHING AND SERVICE

##### I. Review of Counseling/Teaching Activities

In evaluating counseling faculty, “teaching” is considered to encompass the basic work responsibilities of a counselor, which are provided academic advising, educational planning, personal counseling, and career counseling.

Counseling faculty fulfill the instructional mission of the University in several ways, depending on the individual’s specific workload agreement. Some examples of the counseling instructional mission are:

- A. Providing academic advising, educational planning, personal counseling, and career counseling on an individual or group basis;
- B. Designing and teaching/facilitating non-credit workshops and seminars;
- C. Formal classroom teaching of credit courses;
- D. Developing curricula for credit and non-credit courses in counseling area;
- E. Serving as a liaison between students and faculty;
- F. Advocating policies that ensure an awareness of and sensitivity to diverse needs of the student population;
- G. Assessing students’ aptitudes, interests, and abilities in order to promote achievement of educational and career goals;
- H. Guest lecturing to classes in other University departments;
- I. Designing and providing orientations to promote student adjustment to academic life;
- J. Providing crisis intervention counseling;
- K. Designing and delivering counseling services to special student populations, i.e., Alaska native, disabled, re-entry, economically disadvantaged, etc.;
- L. Designing and developing and/or evaluating materials to enhance the counseling process, i.e., planning sheets, decision-making grids, degree formats, etc.
- M. Supervising practicum students and peer advisors.

### **Evidence of Counseling/Teaching Effectiveness:**

The faculty member's self-review should show how the evidence in the file demonstrates counseling/teaching effectiveness at a level appropriate for the relevant personnel decision: retention, tenure, promotion, or periodic review. The evidence may come from a variety of sources.

## **II. Review of Service Activities**

Each faculty member is expected to engage in service activities; it is a contractual obligation that will be examined with the same level of scrutiny and interest as teaching and creative activities.

### **Examples of Service**

- A. *University service* is critical to a developing institution. It is assumed that the level of service will vary among faculty, but each member will make at least a minimum contribution in this area and should work with his or her supervisor in defining the level and mix of service. Service to the University may include the following:
  1. Such supportive activities as committee membership and committee chairperson at the campus, departmental/ division, or college/school level;
  2. Work on University-level committees such as those created by the Senate, Assembly, or Chancellor.
- B. *Professional activity and consulting service* is composed of compensated professional activity or consulting by a faculty member which falls within the guidelines and standards of the University of Alaska. Consulting service should be listed separately from professional community service as described below.
- C. *Service to one's profession* relates to leadership or contributions in organized activities of the faculty member's discipline. This includes membership, leadership, participation in professional societies, associations, conferences, and meetings.
- D. *Service to the community* is by definition service which is not compensated except as part of the normal University compensation.

### **Evidence of Service Activity**

The faculty members are expected to document their service activities by presenting information about the time, effort, and accomplishments associated with each. The faculty member's self-review should relate service activity to the requirements for the personnel decision under consideration.

## APPENDIX D

### LIBRARIAN GUIDELINES

#### QUALITATIVE PERFORMANCE STANDARDS

##### I. **Instruction**

The library is central to the instructional and research mission of the University. In evaluating library faculty, instruction encompasses the basic work responsibilities of a librarian. These responsibilities deal with the development and utilization of collections. It is in fulfillment of these responsibilities that the professional staff contribute to the development of a resource and research library at the University of Alaska. Library faculty fulfill the instructional mission of the library in a variety of ways.

##### A. **Collection Development**

The librarian fulfills the instructional mission of the library by:

1. the selection and acquisition of collections in support of curriculum and research;
2. cataloging and classification of materials;
3. creation and maintenance of bibliographic support systems, identification and application of technologies for information retrieval, and creation of bibliographies and other research tools.

##### B. **Collection Utilization**

The librarian fulfills the instructional mission of the library by:

1. consultation with faculty to maximize library use for the improvement and enrichment of teaching and research and for other cultural pursuits;
2. consultation with students and other library users to help them to determine the appropriate tools and directions for individual needs;
3. provision of group instruction, including the teaching of courses, workshops, and seminars, development of curriculum materials, and provision of bibliographic instruction through guest lectures, library orientation, and tours;
4. provision of reference service and individual instruction by aiding library users in finding and using information, and promotion of cultural and recreational reading.

##### II. **Research**

Library research may be in library science, archives and manuscripts administration, as well as other academic subjects. Generally, research is expected to result in publication by an independent publisher of appropriate commercial or scholarly quality.

- ##### A.
- The fulfillment of the research component may include any or all of the following:

1. writing, editing, or compiling books, case studies, journal articles, chapters of books, bibliographies, guides, catalogs, handbooks, reviews of published works, indexes, etc;
2. serving as publication editor of a professional organization;
3. authorship of awarded grant proposals.

### **III. Service**

The service requirement for library faculty is met by participation in any or all of the following areas.

- A. University Service includes:
  1. serving on University, college/school or departmental committees or governing bodies;
  2. serving as a representative of the University.
- B. Professional Service involves all extra professional activities contributing to the development or advancement of librarianship, archival administration, and professional or scholarly activities and organizations:
  1. participating in professional organizations;
  2. providing consulting services;
  3. serving on an editorial committee.
- C. Public Service involves all activities in which the candidate's professional, academic, or leadership competence is made available beyond the University:
  1. serving on government or public committees;
  2. serving on editorial committees for journals not related to one's profession;
  3. providing instructional services outside the auspices of the University.