

School of Management
University of Alaska Fairbanks



Faculty Handbook

August 23, 2009*

Mission

The School of Management prepares undergraduate and graduate students to meet the challenges facing business professionals in Alaska and around the world. SOM emphasizes clear communication, problem-solving and ethical awareness, while providing students with a sound understanding of business principles and techniques. The School of Management values practical and discipline-based intellectual contributions and provides services to improve both student success and the economic health of Alaska.

Vision

The School of Management will be recognized for high-quality educational programs, hands-on educational opportunities for students, service to the community and accomplished teaching and research faculty. The School of Management strives to be acknowledged as the premier business school in Alaska.

Preamble

The purpose of this document is to provide better understanding of the mission and expectations of the School of Management at the University of Alaska Fairbanks and to provide the faculty of the School the best opportunity to tailor their skills to the needs of the School. In doing so, this document strives to create consistency between the following policies:

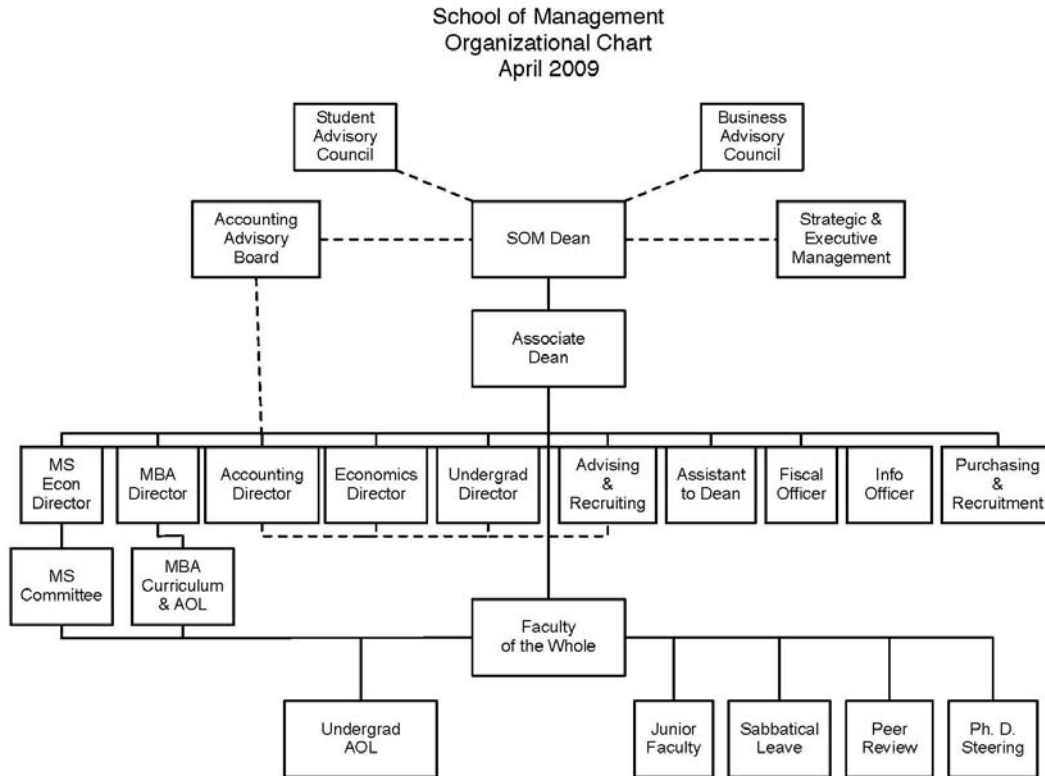
1. Workload Assignment Policies
2. Promotion and Tenure Policies and Decisions
3. Faculty Evaluations
4. Initial Contract and Contract Renewal Decision Policies

Table of Contents

1. The School of Management Committee Structure	3
a. Strategic and Executive Management Committee	3
b. Peer Review Committee.....	4
c. Sabbatical Leave Committee.....	4
d. Undergraduate Curriculum Review and Assurance of Learning (AOL) Committee....	4
e. MBA Curriculum Review and Assurance of Learning (AOL) Committee.....	5
f. Junior Faculty Development.....	5
g. MS Committee.....	5
h. Ph.D. Steering Committee	5
i. Faculty of the Whole.....	6
2. Faculty Workload	6
a. Faculty Expectations.....	6
b. Job Descriptions and Compensation for SOM Program Heads and Directors <i>(Approved at the October 22, 2008 Strategic and Executive Management Committee meeting)</i>	8
3. Annual Activities Reporting for Tenured Faculty	12
4. Annual Evaluation of Faculty	13
5. Guidelines for Promotion/Tenure Review	14
a. Guidelines for 4th Year Comprehensive and Diagnostic Review	15
b. Post-Tenure Review.....	16
6. Tenure Preamble	16
a. School of Management Peer Review Committee Procedures (Approved May 5, 2005)	17
b. Process and Procedures for Promotion and/or Tenure Review	18
c. Unit Criteria and Evaluation Procedures as Further Defined by the School of Management.....	19
7. Sabbatical Leave Policy	29
8. Conditions for New Hires and Pay Equity	30
9. Faculty Mentoring	30
Appendix I: AACSB International	31
Appendix II: School of Management’s Expectations of Academically Qualified and Professionally Qualified Faculty	32

*The Faculty Handbook will be updated each academic year when 9-month faculty members are off-contract.

1. The School of Management Committee Structure



There are two types of committees within the School of Management. These committees are defined along either strategic or tactical lines. At a minimum, all faculty members participate in the internal faculty governance of the School through the special committee of senior faculty peers charged with review of tenure and promotion petitions, and/or through participation on various committees charged with overseeing the programs of the school.

a. Strategic and Executive Management Committee

This committee consists of the Dean, the Associate Dean, the program directors (the MBA Director, the MS Econ Director, the Accounting Program Director, and the Director of Undergraduate Studies), the AOL Advisor, and selected committee chairs, with support and data assistance from an assigned staff member. The Strategic and Executive Management Committee coordinates Continuous Quality Improvement, strategic development, and the other committees, with the ultimate authority to monitor and administer the teaching, research, and service/governance programs in the School of

Management. The committee advises the Dean of the School of Management on issues of general interest to all faculty but of specific importance to the Dean. The committee will forge agreement on recruiting strategies and processes; clearly state expectations of faculty; advise the Dean on individual faculty evaluations of teaching, research, and service; encourage and recommend merit awards; coordinate faculty mentoring and oversee faculty recruiting. The Strategic and Executive Management Committee also maintains the faculty handbook and supervises the documentation of all standing and ad-hoc committees.

b. Peer Review Committee

This committee consists of all tenured faculty and is represented by a chair (elected during the Spring semester for the next academic year) from the committee, with support and data assistance from an assigned staff member. The traditional Peer Review Committee is charged with ensuring that those granted tenure or promoted meet the general expectations of the University of Alaska and the specific expectations of the School of Management, consistent with our strategic goals. It typically meets in the Fall to evaluate those junior candidates standing for tenure and promotion to associate professor and associate professors standing for tenure or promotion to full professor. The committee evaluates candidates against the long-term strategic requirements for the School in the areas of Teaching, Scholarship, and Service as described by the Unit Criteria for the School of Management.

c. Sabbatical Leave Committee

The Sabbatical Leave Committee consists of the faculty who have received a sabbatical leave in the past. The committee oversees the sabbatical process for the School of Management.

d. Undergraduate Curriculum Review and Assurance of Learning (AOL) Committee

This committee consists of the Director of Undergraduate Studies, AOL advisor, and program representatives. The committee forges agreement on programs and program overlap, program development, and curriculum. The committee is responsible for the Assurance of Learning process for the BBA. The committee advises the Dean and the Strategic and Executive Management Committee on various issues as they relate to other schools within the University. In addition, the committee will determine ways to optimize our curriculum and leverage faculty resources to best meet the simultaneous needs of all programs.

e. MBA Curriculum Review and Assurance of Learning (AOL) Committee

This committee consists of the MBA Director, AOL advisor and program representatives. The committee oversees admission processes and scheduling for the MBA program and is responsible for the Assurance of Learning process for the MBA program. The committee advises the Dean and the Strategic and Executive Management Committee on various issues as they relate to other schools within the University. In addition, the committee will determine ways to optimize our curriculum and leverage faculty resources to meet the simultaneous needs of all programs.

f. Junior Faculty Development

This committee consists of tenure-track faculty at the rank of assistant professor. The purpose of the committee is to bring forward strategic and operational concerns of the non-tenured faculty to the Strategic and Executive Management Committee and the Dean.

g. MS Committee

This committee consists of the MS Director and tenure-track Economics faculty. The committee oversees admission processing and scheduling for the MS and is responsible for the learning outcomes for the program. The committee forges agreement on programs, program overlap, program development, and curriculum. The committee advises the Dean and the Strategic and Executive Management Committee on various issues as they relate to other schools within the University. In addition, the committee will determine ways to optimize our curriculum and leverage faculty resources to meet the simultaneous needs of all programs.

h. Ph.D. Steering Committee

This committee consists of SOM and SNRAS faculty as appointed by the Deans of the respective schools. The committee oversees the admission process, scheduling, and management for the Ph.D. and is responsible for the learning outcomes for the program. The committee forges agreement on programs and program overlap, program development, and curriculum. The committee advises the Deans and the Strategic and Executive Management Committee on various issues as they relate to other schools within the University. In addition, the committee will determine ways to optimize our curriculum and leverage faculty resources to meet the simultaneous needs of all programs.

i. Faculty of the Whole

This committee consists of all full-time faculty of the School of Management. This committee will meet periodically to approve any major changes to the School of Management policies. In addition, the committee will meet to provide a forum for discussion of issues of collective concern.

2. Faculty Workload

Decisions concerning tenure, promotion and merit salary increases are linked to faculty member productivity in teaching and advising, research and other creative activity and School of Management and professional service and/or outreach. Each academic unit must establish expected levels of productivity for the unit in all areas. Productivity is assessed by relating the effort expended to the outcome of the activity, in terms of both effectiveness and impact. Effort distribution is the allocation of effort into particular areas of responsibilities. Workload describes the professional responsibilities of the faculty. The responsibility of faculty members for each of these activities will vary, depending upon the mission and needs of the academic unit and the expertise and interests of the faculty. The School of Management recognizes that a faculty member's activities may change over a career and is committed to the use of differentiated responsibilities for individual faculty. Hence, in the evaluation process, reasonable flexibility should be exercised, balancing, as the case requires, heavier responsibilities in one area against lighter responsibilities in another.

Decisions regarding tenure, promotion and merit salary increases must be consistent with and based upon the effort distribution established for each faculty member. The program code shall define the general expectations of effort distribution regarding teaching and advising, research and other creative activity and service and/or outreach responsibilities in terms of the academic mission of the program.

a. Faculty Expectations

Overview: The purpose of the Faculty Expectations is to outline the overall expectations for SOM faculty in the three (tripartite) areas for tenured or tenure track faculty. We recognize that SOM and UAF expect high quality ethical research, teaching and service and that individual tenured faculty may have different strengths and preferences in their tripartite mission.

Faculty Ethics and Conduct: SOM expects all faculty to uphold the highest standards in all their academic and scholarly endeavors and relationships with

other faculty, staff and students. In particular, SOM fully supports the ethical standards found in the Board of Regents policy [http://www.alaska.edu/bor/policy-regulations/\(Chapter 04.10. Ethics and Conduct\)](http://www.alaska.edu/bor/policy-regulations/(Chapter%2004.10.%20Ethics%20and%20Conduct)), UAF Faculty Senate Policy <http://www.uaf.edu/uafgov/faculty/policyindex/ethics.html>, and the American Association of University Professors Statement on Professional Ethics <http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm>.

Any allegation of faculty ethical misconduct will first be referred to the Peer Review (T&P) Committee for an initial discussion and recommendation, which will subsequently be forwarded to the Dean.

Additionally, all faculty with employment outside the University must complete the ethics disclosure form (See http://www.alaska.edu/hr/forms/hr_ethicsforms.xml).

Workload Assignments: SOM supports individual faculty tripartite strengths by allowing flexibility in terms of research, teaching and service assignments. In particular, in support of SOM's approved tenure and promotion criteria, the School actively recognizes research by offering course reductions when possible. Thus, the standard course load expected of tenured or senior level untenured faculty depends upon the research productivity (number of peer-reviewed journal articles published or demonstrated equivalent) over the last 5 calendar years, which are entered in the Sedona database by 12/31 of the preceding year. For faculty with no published peer-reviewed journal articles the standard course load is 7 courses an academic year or 6 courses an academic year and a special project assigned by the Dean. For faculty with 1 published peer-reviewed journal article the standard course load is 6 courses an academic year. For faculty with 2 to 4 published peer-reviewed journal articles the standard course load is reduced to 5 courses. For faculty with 5 or more published peer-reviewed journal articles the standard course load is reduced to 4 courses an academic year. Additionally, faculty members who are no longer considered academically qualified, as defined in Appendix II, will not be approved to be a Chair of a Ph.D. committee.

For junior tenure-track faculty the standard work load is 4 courses an academic year to help foster a strong research agenda for tenure.

Research: Although SOM encourages all types of research, the School's primary focus is on peer-reviewed applied research that contributes to the practice of a given discipline. In addition, the School encourages research related to Alaskan economic development and sustainability and research that contributes to UAF's overall educational mission (graduate, undergraduate) commensurate with a Level II-accredited research university. Research productivity is measured by published peer-reviewed journal articles. Faculty members may make a written justification for equal credit for equivalent publications (e.g. chapter in a refereed book) to be considered by the Strategic and Executive Management Committee.

Teaching: SOM seeks to develop a strong culture of excellence in teaching. In particular SOM is dedicated to enhancing its use of experiential/active learning techniques as well as other learning opportunities, such as those in student organizations, designed to increase hands-on experiences. SOM faculty members participate in Assurance of Learning activities. SOM will attempt to minimize class preparations while meeting the delivery requirements of the School's programs.

Service: SOM recognizes that service is an integral part of faculty duties, particularly for tenured faculty. Service with committees, student advising and student and professional organizations is strongly encouraged. SOM expects new tenure-track faculty to join one SOM committee in the first year and one University-wide committee in subsequent years before tenure. Post-tenure service should be two SOM and one University committee per year, or equivalent service.

A tenured faculty member should devote approximately 10-15% of an annual workload to service.

The UAF Faculty Workload form (UNAC) may be found on the Provost's web site: <http://www.uaf.edu/provost/workload/>.

b. Job Descriptions and Compensation for SOM Program Heads and Directors *(Approved at the October 22, 2008 Strategic and Executive Management Committee meeting)*

1) Business Administration (BA) Program Director, Undergraduate Advisor and Undergraduate Curriculum Review and Assurance of Learning Chair

The Director and Chair:

- Assumes overall responsibility for direction and operation of the BA program
- Chairs BA program meetings – a minimum of 2 per semester
- Coordinates curriculum development and review for BA
- Chairs the Undergraduate Curriculum Review and Assurance of Learning
- Sits on the University Curriculum Committee
- Heads the AOL efforts at the undergraduate level for SOM
- Contributes to the AACSB accreditation report – AOL
- Serves as the SOM undergraduate faculty adviser
- Drafts a course schedule for BA and submits schedule to Associate Dean for approval
- Is a member of the Strategic and Executive Management Committee
- Oversees the program review of the BBA in Business Administration for Northwest accreditation

- Assists the Dean in Development Efforts

Compensation:

- a. Release from one 3-credit course per academic year; and
- b. A one-month extension to the base academic year appointment to be performed at the *beginning* of each academic year; or
- c. A one-time lump sum payment of four thousand five hundred dollars (\$4,500) at the end of each academic year in which the unit member has served in this capacity.

Evaluation:

Each Fall the Dean will write a job evaluation pertaining to the job functions above invariant to the type of compensation chosen. The Dean will also meet with the individual each Fall to discuss job performance.

Appointments:

Appointments for the following academic year will be made in early Spring to coincide with faculty workload assignments.

2) Economics Program Head

The Program Head:

- Assumes overall responsibility for direction and operation of the economics program
- Chairs Economics program meetings – a minimum of 2 per semester
- Coordinates curriculum development and review for undergraduate Economics
- Drafts a course schedule for Economics and AIS 101 and submits schedule to Associate Dean for approval
- Is a member of the Executive Management Committee
- Oversees the program review of the BBA and BA in Economics for Northwest accreditation
- Assists the Dean in Development Efforts

Compensation:

- a. A one-time lump sum payment of four thousand five hundred dollars (\$4,500) at the end of each academic year in which the unit member has served in this capacity; or

b. A one-half month extension to the base academic year appointment to be performed at the *beginning* of each academic year.

Evaluation:

Each Fall the Dean will write a job evaluation pertaining to the job functions above invariant to the type of compensation chosen. The Dean will also meet with the individual each Fall to discuss job performance.

Appointments:

Appointments for the following academic year will be made in early Spring to coincide with the workload assignments for the faculty.

3) MBA Director and MBA Curriculum Review and Assurance of Learning Chair

The Director and Chair:

- Assumes overall responsibility for direction and operation of the MBA program
- Coordinates curriculum development and review for the MBA program
- Chairs the MBA Curriculum Review and Assurance of Learning meetings
- Heads the AOL efforts at the MBA level for SOM
- Contributes to the AACSB accreditation report – AOL
- Works with MBA committee in reviewing MBA applicants
- Works with MBA committee and Associate Dean in assigning Teaching Assistantships
- Serves as advisor to MBA students
- Drafts a course schedule for MBA and submits schedule to Associate Dean for approval
- Is a member of the Strategic and Executive Management Committee
- Oversees the program review of the MBA for Northwest accreditation
- Assists the Dean in Development Efforts

Compensation:

a. Release from one 3-credit course per academic year; and

b. A one-month extension to the base academic year appointment to be performed at the *beginning* of each academic year; or

c. A one-time lump sum payment of four thousand five hundred dollars (\$4,500) at the end of each academic year in which the unit member has served in this capacity.

Evaluation:

Each Fall the Dean will write a job evaluation pertaining to the job functions above invariant to the type of compensation chosen. The Dean will also meet with the individual each Fall to discuss job performance.

Appointments:

Appointments for the following academic year will be made in early Spring to coincide with the workload assignments for the faculty.

4) MS Resource and Applied Economics Director

The Director:

- Assumes overall responsibility for direction and operation of the MS Economics program including recruitment
- Chairs MS Economics committee
- Coordinates curriculum development and review for MS Economics
- Heads the AOL efforts for MS Economics
- Works with MS Economics committee in accepting/rejecting graduate students
- Works with MS Economics committee and Associate Dean in assigning Teaching Assistantships
- Drafts a course schedule for MS Economics and submits schedule to Associate Dean for approval
- Serves on the Strategic and Executive Management Committee
- Oversees the program review of the MS in Resource Economics for Northwest accreditation
- Assists the Dean in Development Efforts

Compensation:

a. A one-time lump sum payment of four thousand five hundred dollars (\$4,500) at the end of each academic year in which the unit member has served in this capacity; or

b. A one-half month extension to the base academic year appointment to be performed at the *beginning* of each academic year.

Evaluation:

Each Fall the Dean will write a job evaluation pertaining to the job functions above invariant to the type of compensation chosen. The Dean will also meet with the individual each Fall to discuss job performance.

Appointments:

Appointments for the following academic year will be made in early Spring to coincide with the workload assignments for the faculty.

5) Accounting Program Director

The Director:

- Assumes overall responsibility for direction and operation of the accounting program
- Chairs Accounting meetings – a minimum of 2 per semester
- Coordinates curriculum development and review for Accounting
- Coordinates and convenes Accounting Board of Advisors
- Assumes responsibility for specialized accounting reaffirmation including report writing
- Heads the AOL for accounting
- Drafts a course schedule for Accounting and submits schedule to Associate Dean for approval
- Serves on the Strategic and Executive Management Committee
- Oversees the program review of the BBA in Accounting for Northwest accreditation
- Assists the Dean in Development Efforts

Compensation:

- a. Release from one 3-credit course per academic year; and
- b. A one-month extension to the base academic year appointment to be performed at the *beginning* of each academic year; or
- c. A one-time lump sum payment of four thousand five hundred dollars (\$4,500) at the end of each academic year in which the unit member has served in this capacity.

Evaluation:

Each Fall the Dean will write a job evaluation pertaining to the job functions above invariant to the type of compensation chosen. The Dean will also meet with the individual each Fall to discuss job performance.

Appointments:

Appointments for the fallowing academic year will be made in early Spring to coincide with the workload assignments for the faculty.

3. Annual Activities Reporting for Tenured Faculty

[Annual Activities Reporting for Tenured Faculty 2008-2009](http://www.uaf.edu/provost/promotion_and_tenure/annual_evaluation/newannualactivitiesreporting.html)

(http://www.uaf.edu/provost/promotion_and_tenure/annual_evaluation/newannualactivitiesreporting.html)

All faculty at UAF shall prepare an Annual Activities Report. The requirement for annual reporting of professional activities has been in place at UAF since 1989, and is in accordance with provisions as outlined in the UAF Policies and Regulations for the Appointment of Faculty and in Article 9.2 of the [United Academics Collective Bargaining Agreement](#).

If you are applying for promotion or participating in a comprehensive post-tenure review in AY2009-2010 cycle, you are not required to submit the Annual Activities Report - instead you will complete a Comprehensive Activities Report.

Report your professional activities for the time period July 1, 2008 through June 30, 2009 on the [tabular form](#) and submit it to your dean or director by October 2, 2009. See the [schedule](#) for more details.

In addition to the tabular form, you are asked to submit a self-evaluation, which is an important part of the report process. It should assess your success or difficulty in meeting expectations identified in your workload plan. An updated curriculum vita is also requested. Evaluative feedback may be provided at the discretion of your dean or director.

For information consult your dean or director or contact Sarah Lewis in the Office of the Provost at 474-5178.

4. Annual Evaluation of Faculty

(http://www.uaf.edu/provost/promotion_and_tenure/annual_evaluation/annual_evaluations.html)

Non-tenured Faculty with Academic Rank: There will be annual evaluations of all untenured faculty members holding academic rank. The requirement for annual review of untenured faculty is in keeping with practices in place at UAF since 1989. Each faculty member shall prepare an [Annual Activities Report](#), and a self-evaluation. The self-evaluation is an important part of the evaluation process; it should assess your success or difficulty in meeting expectations identified in your workload plan. Each evaluation file must contain a current curriculum vita and should be submitted to the campus director or college/school dean by October 9, 2009. Evaluative feedback will be provided by the dean or director.

If you are undergoing 4th year comprehensive and diagnostic review (UNAC only), or are applying for promotion and tenure in the 2009-2010 cycle, you are NOT required to submit materials for annual evaluation.

See the [schedule](#) for more details.

Special Academic Rank Faculty: Research Faculty and other non-tenure track faculty eligible for promotion under UAF policies and regulations should also be evaluated at this time, as annual evaluations are a required part of the promotion process. This is in accordance with terms of the collective bargaining agreements and past practices at UAF. Each faculty member holding special academic rank shall prepare an [Annual Activities Report](#), and a self-evaluation. The self-evaluation is an important part of the evaluation process; it should assess your success or difficulty in meeting expectations identified in your workload plan. Each evaluation file must contain a current curriculum vita and should be submitted to the campus director or college/school dean by October 9, 2009. Evaluative feedback will be provided by the dean or director.

If you are applying for promotion in the 2009-2010 cycle, you are NOT required to submit materials for annual evaluation.

See the [schedule](#) for more details.

Tenured Faculty: All tenured faculty at UAF shall prepare an Annual Activities Report (see web page regarding [Annual Activities Reporting](#)). If you are applying for promotion in AY2009-2010, you are not required to submit the Annual Activities Report - instead you will complete a Promotion/Tenure Activities Report.

Tenured faculty at UAF will be evaluated post-tenure on a three year cycle (see post-tenure review web pages). Go to [UNAC](#) post-tenure page.

5. Guidelines for Promotion/Tenure Review

United Academics – AAUP/AFT Faculty

If you are applying for promotion or tenure this year, the information located on this web site will help you put together your application file. The deadline for submitting files to your dean or director is **October 2, 2009**. The documents that govern review are Article 9 of the UNAC United Academics - AAUP/AFT collective bargaining agreement and the "Blue Book" which is UAF's [Policies](#) and [Regulation's](#) concerning Faculty Appointment and Evaluation.

These materials are designed to assist you in understanding the review process (Part I) and to provide some suggestions for preparing your promotion and/or tenure application (Part II). Please review these suggestions carefully, as they may contribute to the overall effectiveness of your file. Part III contains all the forms that you need to complete for your file.

As further guidance, it is emphasized that peer unit members and administrators are primarily concerned that the file and supporting materials present a record which demonstrates balanced performance and/or progress in each of the required areas of faculty responsibility appropriate to your position. You are especially encouraged to address in this summary any aspects of your position or your record, which you feel, deserve special consideration, or which you feel might not be readily apparent to those evaluating your file.

- [Part I](#) Process and Procedures
- [Part II](#) Suggestions for Preparation of Files
- [Part III](#) Appendix of Required Forms and Materials
- [Schedule](#)
- [Best Practices](#)

a. Guidelines for 4th Year Comprehensive and Diagnostic Review

All faculty in the United Academics-AAUP/AFT bargaining unit, in a tenure-track position will undergo retention review in their 4th appointment year. The criteria by which you will be judged are parallel to those in place for faculty undergoing promotion and tenure review at UAF since 1989. The criteria are located in the "Blue Book", [UAF's Policies](#) and [Regulations](#) for the Appointment of Faculty. Be sure to read through Article 9 of the United Academics-AAUP/AFT Agreement that outlines comprehensive and diagnostic review.

The deadline for submitting materials for 4th Year Comprehensive and Diagnostic Review to your dean or director is **October 2, 2009**.

The materials at this site are designed to assist you in preparing your 4th Year retention file. Your file should include material that covers the period since your initial hire. You are especially encouraged to address in your self-evaluation any aspects of your position or your record, which you feel deserve special consideration, or which you feel might not be readily apparent to those evaluating your file.

- [Part I](#) Process and Procedures
- [Part II](#) Suggestions for Preparation of Files
- [Part III](#) Required Forms and Materials
- [Schedule](#)
- [Best Practices](#)

b. Post-Tenure Review

All faculty at UAF will be reviewed post-tenure on a 3-year cycle. The first 3-year cycle will result in a Dean's Review, which is a process outlined by the respective dean. Faculty will submit to the dean or director activities reports for the past three (3) years, a current curriculum vita and a self-evaluation.

At the end of the second 3-year cycle, or in the 6th year, faculty will participate in a comprehensive post-tenure review whereby a file is prepared and reviewed by the various levels of reviewers as outlined by the schedule. Materials needed to prepare for the comprehensive review are posted to this web site. Also, please carefully read Article 9 of the United Academics - AAUP/AFT collective bargaining agreement.

After the comprehensive review, the faculty member would start the 3-year cycle over. For information on the Schedule, Process and Procedures, Suggestions for Preparation of Files, Appendix of Required Forms, and Schedule, please go to: http://www.uaf.edu/provost/promotion_and_tenure/post_tenure_review/unacposttenurereview.html

6. Tenure Preamble

Decisions concerning tenure, promotion, and merit salary increases are linked to the faculty member's productivity in teaching and advising, research and other creative activity, and School of Management and professional service and/or outreach. The responsibility of faculty members for each of these activities will vary, depending upon the mission and needs of the academic unit and the expertise and interests of the faculty.

The School of Management recognizes that a faculty member's activities may change over a career and is committed to the use of differentiated responsibilities for individual faculty. However, the School of Management requires that all faculty members standing for tenure meet both the general requirements of the University for tenure as described below and the special requirements stated below in the School of Management's Unit Criteria.

Each year the Provost's Office posts the schedule for application to promotion and tenure at: (<http://www.uaf.edu/provost/UNAC%20p-t%20review%20schedule%20new.pdf>).

Faculty are asked to state their intentions the summer before their mandatory year. Files must be completed and submitted during the Fall semester, at which time the School Peer Review Unit meets to discuss files.

a. School of Management Peer Review Committee Procedures (Approved May 5, 2005)

COMMITTEE

The Peer Review Committee (PRC) will include all tenured faculty in the School of Management.

CHAIR

The PRC Chair will be elected annually at the first meeting of the academic year by a majority of those tenured faculty members present at the meeting.

The role of the PRC Chair is to call and conduct meetings.

The PRC selects a File Chair (an advocate) to represent the unit's decisions to the University-Wide Faculty Review Committee. The File Chair will serve as an advocate of the Peer Review Committee's decisions and make sure that the University-wide Faculty Review Committee fully understands the reasons for the Peer Review Committee's recommendations.

The PRC Chair (with the assistance of staff support) will prepare written ballots and conduct the balloting on recommendations on candidates.

The File Chair will be responsible for writing the recommendations on the candidate.

FILES

Promotion, tenure and/or review files are to be turned in to the Office of the Dean of the School of Management. The Dean's Office will serve as the repository for safekeeping and checkout of files.

There will be no designated presenters for files. It is assumed that all unit members will familiarize themselves with files.

Any promotion, tenure or review file checked out of the Dean's Office must remain on campus (i.e., files are not to be taken off campus for study over weekend).

Once a candidate has submitted his/her file to the Dean's Office, and during the time the file is under review by the Peer Review Committee, no materials may be added to the file.

CRITERIA

The School of Management's Peer Review Committee criteria will form the basis for the discussion and decision.

MEETINGS

A simple majority of tenured unit members not on leave shall be present in order for discussion of candidates to take place.

There will be a meeting at which a discussion of candidates for promotion, tenure and/or review will take place followed by a written ballot vote.

Once a meeting date has been established by the committee, or by the chair acting for the committee, any candidate who desires a change in date for the discussion of his/her file must present that request in writing, with rationale, to the chair. Such requests will be considered at the next scheduled meeting of the committee (or at a special meeting called by the chair) and require approval by a simple majority of the unit members not on leave.

All meetings will be closed unless the candidate requests an open meeting.

VOTING

All tenured members of the unit who have participated in the discussion shall vote on tenure. Only tenured full professors who have participated in the discussion shall vote on the files of candidates to full or full professors undergoing post-tenure review. Unit members on sabbatical or other leave may participate in or excuse themselves from voting.

All voting will be conducted by means of paper ballots.

Candidates for promotion, tenure or review shall excuse themselves from discussion and voting on their own candidacy. They may, of course, be present at discussions on their candidacy in an open meeting.

RECOMMENDATIONS (MAJORITY OPINION)

The Peer Review Committee's recommendations will be determined by a majority of those voting positively or negatively.

The Peer Review Committee's recommendation shall accurately represent the arguments of the committee members, and the PRC recommendation letter must be approved by a majority vote of the committee members.

b. Process and Procedures for Promotion and/or Tenure Review

Information related to promotion and tenure review is included in Article 9 of the Collective Bargaining Agreement between the University of Alaska and United Academics (<http://www.alaska.edu/labor/unac/collective-bargaining-agr/>). See Guidelines for Promotion/Tenure Review, Section 5 (pages 14-16) of Faculty Handbook.

c. Unit Criteria and Evaluation Procedures as Further Defined by the School of Management

PREAMBLE

The School of Management policy requires that all substantive evaluations be conducted in a clear and objective manner. Evaluations of faculty effectiveness will consider contribution in the classroom, the external validation of a professor's research agenda and contribution to the service mission of the School and University, the community and the profession. These evaluations will be used to guide faculty mentoring and offer continuous feedback to the professor, to the Peer Review Committee for the purposes of promotion and to the School in its effort to allow each faculty member to contribute best to the portfolio of services the School offers. For the purposes of peer review for promotion, the collection of ongoing assessments will be used in their entirety to produce an equivalent average performance measure in each of the three categories. While satisfactory performance (as determined by the annual evaluation exercise) of the tripartite duties (teaching, research and service) is deemed a necessary condition for fulfilling SOM workload obligations, it may not of itself be a sufficient condition for tenure or promotion.

While all faculty are expected to devote at least 10% of their effort to each of the three tripartite areas to attain a better-than-satisfactory level of performance, some senior faculty may devote a disproportionate share of their effort toward one of the three areas. Workloads may be adjusted to accommodate a greater weighting in teaching and/or service as a trade-off to decreased research expectations. Such faculty may elect to be evaluated based on their approved workload. However, such an election does not modify any subsequent expectations for promotion.

All evaluations should be conducted in an objective manner, consistent with the five-point ranking scheme described in University policy. Such evaluations will summarize performance as follows:

Note: The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:
MOTION:

The UAF Faculty Senate moves to approve the revised unit criteria for the School of Management (SOM).

EFFECTIVE: Immediately

Chancellor Approval (approved May 25, 2007)

RATIONALE: The committee assessed the unit criteria submitted by the School of Management. With some changes, agreed upon by the school representative the unit criteria were found to be consistent with UAF guidelines.

(See: <http://www.uaf.edu/uafgov/faculty/fsfy07meetings/fsactions144.html>.)

**UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, PERIODIC REVIEW, REAPPOINTMENT,
PROMOTION, AND TENURE
AND
SCHOOL OF MANAGEMENT UNIT CRITERIA
STANDARDS AND INDICES**

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING THE FACULTY IN THE SCHOOL OF MANAGEMENT. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE SCHOOL'S FACULTY, AND BECAUSE THEY ARE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.

**CHAPTER I.
PURVIEW**

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

**CHAPTER II.
INITIAL APPOINTMENT OF FACULTY**

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III.
EVALUATION OF FACULTY FOR TENURE/PROMOTION

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, *AND SOM UNIT CRITERIA, STANDARDS AND INDICES*, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training

graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers **WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:**

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- g. may receive prizes and awards for excellence in teaching;

H. DISSEMINATE NEW IDEAS TO THE STUDENTS RESULTING FROM RESEARCH AND OTHER MANAGEMENT ACTIVITIES, SUCH AS CONSULTING AND SERVICE ON REVIEW PANELS;

I. MENTORING STUDENTS, UNDERGRADUATES AS WELL AS GRADUATES, IN QUALITY RESEARCH ACTIVITIES;

J. ENGAGE IN ADVISING STUDENTS.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

- a. systematic student ratings, i.e. student opinion of instruction summary forms.

And at least TWO of:

- b. narrative self-evaluation, **WHICH PROVIDES A CLEAR STATEMENT OF TEACHING OBJECTIVES AND A SELF ASSESSMENT OF HOW THOSE OBJECTIVES ARE MET. EXAMPLES MAY INCLUDE STUDENT PROGRESS, REPRESENTED BY IMPROVEMENTS IN EARLY AND LATE SEMESTER PROJECTS, OR OTHER MECHANISMS THAT CAN DOCUMENT IMPROVEMENT, AND AN INVENTORY OF SKILLS LEARNED SELECTED FROM INDIVIDUAL STUDENTS' WORK.**

- c. peer/department chair classroom observation(s).

- d. peer/department chair evaluation of course materials.

- e. **A CLASS PRE TEST AT THE BEGINNING OF THE SEMESTER OF NO MORE THAN TEN QUESTIONS FOLLOWED BY A POST TEST OF SIMILAR FORMAT AT THE END OF THE SEMESTER TO ASSESS STUDENT LEARNING.**

- f. **DOCUMENTATION OF SCORES FROM ANY NATIONALLY NORMED COURSE-SPECIFIC EXAM.**

C. Criteria for Research, Scholarly, and Creative Activity Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

- a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications.
- h. Published abstracts of research papers.

- i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC SOM CRITERIA FOR RESEARCH PERFORMANCE:

FOR PROMOTION TO ASSOCIATE OR FULL PROFESSOR, IT MAY BE SUFFICIENT FOR A FACULTY MEMBER TO DEMONSTRATE RESEARCH PRODUCTIVITY SINCE THE TIME OF LAST PROMOTION OF AT LEAST SIX JOURNAL ARTICLES THAT ARE EITHER SINGLE OR DOUBLE BLIND REFEREED, OR PUBLISHED IN AN EDITORIALY REVIEWED JOURNAL OF RECOGNIZED QUALITY. ALTERNATELY, A FACULTY MEMBER MAY PUBLISH FIVE SUCH JOURNAL ARTICLES AND TWO PAPERS PUBLISHED IN LESSER FORMAT, SUCH AS PAPERS AND PROCEEDINGS. HOWEVER, A FACULTY MEMBER MAY NOT RECEIVE CREDIT MORE THAN ONCE FOR A PAPER THAT IS ESSENTIALLY THE SAME CONTENT. THOSE THAT PERFORM SIGNIFICANT PROFESSIONAL ACTIVITY AND ATTAINMENT OF PROFESSIONAL CERTIFICATION AS A CONDITION OF ACCREDITATION MAY CONSIDER A DETAILED PROFESSIONAL/INDUSTRY WORK REPORT OR DOCUMENTATION OF SUCCESSFUL COMPLETION OF A PROFESSIONAL EXAMINATION, SUCH AS C.P.A., C.F.A., OR SIMILAR ACCREDITATION.

ALL FACULTY MEMBERS MUST DEMONSTRATE AN INDEPENDENT AND COHERENT RESEARCH AGENDA. EVIDENCE OF THIS CAN INCLUDE SOLE AUTHORED PAPERS OR A CONVINCING RECORD OF INITIATION OF INDEPENDENT RESEARCH. TO DEMONSTRATE A CONSISTENT FLOW OF RESEARCH, A FACULTY MEMBER WHO HAS COMPLETED WORK BEFORE ARRIVING AT THIS UNIVERSITY CAN COUNT NO MORE THAN THREE PAPERS TOWARD PROMOTION IF THOSE PAPERS WERE PUBLISHED WITHIN SIX YEARS OF THE DATE THE CANDIDATE PETITIONS FOR PROMOTION.

D. Criteria for Public and University Service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- a. Providing information services to adults or youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. Consulting.
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating.
- j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

- a. Service on university, college, school, institute, or departmental committees or governing bodies.
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- i. Mentoring of faculty.
- j. Prizes and awards for excellence in university service.

K. PARTICIPATION IN STUDENT RECRUITING.

3. Professional Service

- a. Editing or refereeing articles or proposals for professional journals or organizations.
- b. Active participation in professional organizations.
- c. Active participation in discipline-oriented service organizations.
- d. Committee chair or officer of professional organizations.

- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a national or international review panel or committee.

4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

SPECIFIC MANAGING CRITERIA FOR SERVICE

A. ASSOCIATE PROFESSOR; POSITIVE CONTRIBUTIONS TO SCHOOL AND OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICES TO THE PROFESSION ARE EXPECTED.

B. PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF SCHOOL AND/OR UNIVERSITY PROGRAMS SUCH AS COMMITTEE LEADERSHIP OF UAF FACULTY SENATE SERVICE, A UNION COMMITTEE, AND ASSOCIATED COMMITTEES ARE EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES PROFESSIONAL EXPERTISE PROVIDED TO PROFESSIONAL OR PUBLIC ORGANIZATIONS SUCH AS BUSINESS SOCIETY LEADERSHIP, REVIEWING PROPOSALS, REFEREEING MANUSCRIPTS, AND EDITING FOR PROFESSIONAL ORGANIZATIONS OR PUBLICATIONS.

7. Sabbatical Leave Policy

The School of Management encourages faculty to apply for regular sabbatical leaves. The opportunity to develop and further research agendas and to return to the School skills, procedures, and state of the art practices are invaluable for the School of Management.

The procedures and eligibility criteria are outlined in [Article 16.6 of the United Academics CBA](#). Please review to determine your eligibility to apply.

Guidelines

If you are eligible and choose to apply, prepare the following:

- Complete a Sabbatical Leave Application Form.
- Prepare a complete description of proposed leave project, activities, and travel plan.
- Describe the objectives of your proposed leave and the expected benefits to yourself and UAF.
- Provide documentation indicating arrangements with cooperating institutions, individuals, agencies, etc. or include statement(s) explaining plan for securing such arrangements or why it is not necessary.
- Provide a copy of your current Curriculum Vitae.
- Submit this information to your department chair on or before the deadline indicated on the review schedule (<http://www.uaf.edu/provost/sabbatical/UNACReview.html>).

8. Conditions for New Hires and Pay Equity

The School of Management acknowledges that market forces drive faculty salaries and the conditions of new hires. AACSB accreditation requirements necessitate that the School of Management hire new tenure-track faculty that can further the School mission in teaching, research and service. However, the criteria for retention and promotion of junior tenure-track faculty requires a proven record of teaching, research and service. New hires shall be expected to offer the traditional faculty composition of tripartite duties until s/he is promoted to senior rank.

The School of Management also recognizes the adverse effects of salary inequities. While market forces dictate the salaries of new hires, the School of Management endorses the need to ensure that all faculty are paid proportional to their contribution to their respective programs, consistent with the market salaries of their respective disciplines.

9. Faculty Mentoring

The School of Management places a strong emphasis on the mentoring of junior faculty. The goal of the mentoring program is to help junior faculty through the tenure and promotion process. SOM will assign a senior faculty mentor to new junior faculty.

The senior mentor holds regular meetings with the junior faculty to help explain what is expected in terms of the School's tenure and promotion process, e.g. the number and type of research work products. In addition, any concerns of the junior faculty about processes in the School, workload assignments (teaching,

research or service) or any other general academic issues can be discussed. This mentoring process helps to diminish the uncertainty that many junior faculty face.

Appendix I: AACSB International

[\(http://aacsb.edu/accreditation/\)](http://aacsb.edu/accreditation/)

AACSB International was founded in 1916 and began its accreditation function with the adoption of the first standards in 1919. Additional standards for programs in accountancy were adopted in 1980. AACSB International members approved mission-linked accreditation standards and the peer review process in 1991. In 2003, members approved a revised set of standards that are relevant and applicable to all business programs globally and which support and encourage excellence in management education worldwide.

Accreditation is a process of voluntary, non-governmental review of educational institutions and programs. Institutional accreditation reviews entire colleges and universities. Specialized agencies award accreditation for professional programs and academic units in particular fields of study. As a specialized agency, AACSB International grants accreditation for undergraduate and graduate business administration and accounting programs.

AACSB International accreditation represents the highest standard of achievement for business schools, worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB International accreditation is the hallmark of excellence in management education.

AACSB International accreditation assures stakeholders that business schools:

- Manage resources to achieve a vibrant and relevant mission.
- Advance business and management knowledge through faculty scholarship.
- Provide high-caliber teaching of quality and current curricula.
- Cultivate meaningful interaction between students and a qualified faculty.
- Produce graduates who have achieved specified learning goals.

[\(http://aacsb.edu/accreditation/standards.asp\)](http://aacsb.edu/accreditation/standards.asp)

Appendix II: School of Management's Expectations of Academically Qualified and Professionally Qualified Faculty

School of Management Expectations of Academically Qualified Faculty

Approved by the Strategic & Executive Management Committee Meeting on March 18, 2009

The AACSB Standards state that. . . "Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities."

Original Academic Qualifications: The School's designation of a faculty member's current academic qualification is based upon academic preparation, current teaching assignment and record of intellectual contributions. Original academic preparation defines the minimum set of requirements for establishing academic qualification as follows:

- a. A doctoral degree in the area in which the individual teaches.
- b. A doctoral degree in a business field, but primary teaching responsibility in a business field that is not the area of academic preparation AND
 1. Completion of development activities that demonstrate active involvement in the area of teaching which includes intellectual contributions, practical experience, consulting and other professional development activities.

OR

2. Completion of course work or personal study sufficient to provide a base for participation in the mix of teaching, intellectual contributions and service sought by the school.
- c. A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation AND
 1. Completion of development activities that demonstrate active involvement in the area of teaching which includes intellectual contributions, practical experience, consulting and other professional development activities.

OR

2. Completion of course work or personal study sufficient to provide a base for participation in the mix of teaching, intellectual contributions and service sought by the school.
- d. A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation AND
1. Completion of development activities that demonstrate active involvement in the area of teaching which includes intellectual contributions, practical experience, consulting and other professional development activities.

AND

2. Completion of course work or personal study sufficient to provide a base for participation in the mix of teaching, intellectual contributions and service sought by the school.
- e. A specialized graduate degree in law or taxation AND must teach only within the boundaries of the specialized degree or in general education courses in the school.
- f. Completion of a substantial amount of specialized coursework in the field of primary teaching responsibilities, but no research doctoral degree (the number of faculty that fall into this category will be strictly limited) AND completion of a significant level of development activities that demonstrate active involvement in the area of teaching which include intellectual contributions, practical experience, consulting and other professional development activities.

Maintenance of Academic Qualifications: Academically Qualified faculty members are expected to be involved in a variety of intellectual development activities directly related to their teaching responsibilities. To remain Academically Qualified, the faculty member must meet one of the following criteria:

- A. Be within five years of having completed his or her doctoral degree.

- B. Publish three peer-reviewed journal articles during a rolling five-year period as part of an intellectual contributions portfolio.
- C. Publish two peer-reviewed journal articles during a rolling five-year period as part of an intellectual contributions portfolio and have at least two other intellectual contributions.
- D. Publish two peer-reviewed journal articles during a rolling five-year period and have significant professional development relevant to the teaching area.
- E. Publish two peer-reviewed journal articles during a rolling five-year period and have significant practical experience, which does not violate the UAF ethics policy, relevant to the teaching area.
- F. Be within three years of having passed the comprehensive exams for the doctoral degree.

It is important to note that the maintenance of AQ status is not linked to the School of Management (SOM) policy on workload assignments nor can activities that violate the UAF ethics policy be counted toward maintenance of AQ status. To obtain a teaching load reduction from the standard five-course load for exceptional research the faculty member must demonstrate research productivity exceeding that for being AQ. Three published journal articles will not, and should not, result in a lower faculty teaching load. Additionally, a faculty member's AQ status will **not** be sufficient to meet SOM's standard for promotion and tenure.

School of Management Expectations of Professionally Qualified Faculty

Approved by the Strategic & Executive Management Committee Meeting on March 18, 2009

Faculty members who are professionally qualified may engage in different activities to maintain currency and relevance than academically qualified faculty members. The AACSB Standards state that "...Both relevant academic preparation and relevant professional experience will be required to establish a faculty member as professionally qualified. Normally, the academic preparation should consist of a master's degree in a field related to the area of teaching assignment. Normally, the professional experience should be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring."

Original Professional Qualifications: The School's designation of a faculty member's current professional qualification is based upon academic preparation,

current teaching assignment and record of professional experience and contributions. To be selected as a Professionally Qualified Faculty Member, the individual should normally have

1. At least a master's degree in a field related to the area of the teaching assignment.
2. Professional experience at a substantial level of responsibility that is relevant to their teaching area at the time of hire.

Maintenance of Professional Qualifications To remain Professionally Qualified (PQ) the faculty member is expected to be involved in a variety of intellectual development activities directly related to the teaching area. This currency may be demonstrated through a combination of current relevant practical experience (which does not violate the UAF ethics policy), intellectual contributions, participation in professional meetings, workshops and other professional development activities.

Current relevant practical experience is defined as sufficient practical experience in an area related to the teaching area or the equivalent from any combination of the following activities during a rolling five-year period. For example, it might include one or more of the following:

- 1) Currently working in business with responsibilities related to the primary teaching area.
- 2) Consulting activities.
- 3) Demonstrating other practical work-related experience.
- 4) Serving as an active member of a board of directors with responsibilities related to the primary teaching area.
- 5) Presenting a seminar to practitioners.
- 6) Demonstrating significant active involvement in entrepreneurial activities (such as starting a business, developing a business plan or obtaining outside financing).

It is important to note that the maintenance of PQ status is not linked to the School of Management (SOM) policy on workload assignments nor can activities that violate the UAF ethics policy be counted toward maintenance of PQ status.

School of Management Expectations for the Intellectual Contributions of the Aggregate Faculty

According to AACSB Standards, "At least 90 percent of the faculty are either academically or professionally qualified," "At least 50 percent of the faculty are

academically qualified” and “Qualified faculty resources are distributed across programs, disciplines, and locations consistent with the school’s mission.” According to AACSB standards, “In the aggregate, the portfolio of current capabilities for all faculty members is sufficient to support high quality performance of all activities in support of the school’s mission.”

School of Management Process for Designating Faculty Qualification

In order to demonstrate that these standards are maintained, the Strategic and Executive Management Committee will serve as a faculty qualification committee and on a case-by-case basis, designate the academic or professional qualification of all full-time and part-time faculty members. This committee will complete this task each Spring using a 12/31 cut-off date and the previous five years of data. Their decisions also will be used to help make faculty workload and course scheduling decisions.