

COLLEGE OF BUSINESS & PUBLIC POLICY

University of Alaska Anchorage

Faculty Evaluation Criteria and
Guidelines:

Teaching, Research and

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I. Goals of Faculty Reviews

The overall goals of faculty reviews are to guide and motivate faculty to meet or exceed the minimum performance requirements of their workload agreements. As such, each faculty member shall be evaluated independently and shall not be

compared to, or ranked against, other faculty due to the unique nature of individual appointments, workloads, resources, and responsibilities.

The goals of reviewer's comments shall be to evaluate progress, provide feedback, and/or identify needed changes for retention, promotion, and tenure under these

- Faculty's written short- and long-term goals and teaching objectives;
- Faculty's self-review to assess success or achievement of teaching objectives and goals;

Examples of materials including course objectives, course description, and presentation

of material;

Examples of teacher lecture notes, handouts, assignments, and examinations

2. Service

The purpose of evaluating service performance is to encourage faculty to actively

apply their knowledge and skills to *help others*. Service reflects favorably upon UAA, the College, and its constituencies.

Service includes:

- University service,
- Service to the faculty member's profession, and
- Service to the community for which no significant payments for services are received

Service to the community includes all other service not counted within University
service or service to the faculty member's profession. This includes, but is not

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year period is two (2) items from Category A and three (3) more from either
Category B and/or Category C

1. Publication. Published item must be publicly available, either in print or in a comparable alternative medium.
2. Externally reviewed. External review is defined as being independent of UAA or the faculty member. For any publication, the candidate must demonstrate that

the item being considered was scrutinized by a peer or peers (for scholarly merit) before acceptance.

3. Significant individual contribution. In the case of shorter documents (five pages

If the candidate wishes to include an item not listed above or include an item from

Category B as an item in Category A, the burden of proof lies with the candidate to demonstrate why that exception should be made.

Acceptance letters from publishers or editors shall be acceptable proof of publication. Reviewers of the candidate should focus on the candidate's overall

performance and progress towards meeting the standards. Meeting the minimum standards is successful performance.

Variations in Workload or Review Period

All tripartite faculty are expected to meet the foregoing successful performance

2. Service

Exemplary performance normally includes contributions in all three categories of service. Exemplary performance should be based on the level of responsibility and

degree of commitment of time and effort. Demonstrated leadership is required. Evidence of leadership may be indicated by, but is not limited to, the following:

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

organization.

3. Intellectual Contributions

that this secure the school has already defined access to students in the school.

[REDACTED]

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volunteered regularly for professional services to public, private, or not

for-profit organizations;

Maintained professional certification(s).

- vi. Participated in continuing professional development; and, along with the above,
- vii. Authored or co-authored pedagogical or discipline-related intellectual contributions as defined by CBPP Standards.

C. ISER faculty may be exempted from AQ and PQ criteria provided they are not

D. In response to a college need, faculty may, in consultation with their department chair and dean, have the option of changing between AQ and PQ status.

In order to assist the faculty in maintaining currency and relevance in their discipline, faculty will complete and submit an annual summary documenting their activities and their AQ or PQ status. This form will be submitted through the appropriate CBPP administrative channels at the same time workload agreements are submitted. (Note: completed workload agreements are required to be submitted to the Office of Academic Affairs no later than the last day of the previous contract year for faculty represented by United Academics and September 15 of the current year for faculty represented by UAFT . The CBPP Dean's office will notify faculty of an earlier college due date to facilitate processing.)

The AQ/PQ reporting form, along with the workload agreement will assist each faculty member and the Dean in developing short-term and long-range plans to

VI. Appendix

Terminal and Appropriate Degrees

All terminal and master's business degrees must be from AACSB accredited institutions or a foreign equivalent. The search committee, in consultation with the dean, will determine the equivalence of a foreign degree. All non-business terminal degrees must be from an institution whose business program is AACSB accredited.

AACSB or from a program accredited by an association comparable to the AACSB.

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

Accounting

Logistics

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

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

Management Information Systems

Terminal degree: Doctorate in an appropriate discipline.

Master's Degree: MPA, MA or MEd with a concentration in an appropriate