School of Management
University of Alaska Fairbanks

Faculty Handbook
Fall 2019

Our Mission

We are a global learning community where innovation in teaching, discovery, and service prepares students for professional success that benefits our community, the state of Alaska, and the nation.

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:

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

Table of Contents

1. The History of the School of Management

The University of Alaska: The University of Alaska (UA) system was established in 1917 and now comprises the University of Alaska Fairbanks (UAF), the University of Alaska Anchorage (UAA), and the University of Alaska Southeast (UAS). UAF is the flagship school and primary research campus, and is the only doctorate-granting institute in Alaska. UAA is located at the major population center of Alaska, Anchorage, and is the largest campus in terms of students. UAS is located in Juneau and is the smallest campus in terms of students and allocated research dollars.

The University of Alaska Fairbanks: The University of Alaska Fairbanks is a Land, Sea, and Space Grant institution enrolling more than 8,500 students from Alaska, the Lower 48, Hawaii, and approximately 50 foreign countries. Nineteen percent of the students are Alaska Native, and just over 70 percent of all students are located on the main campus. Undergraduate students make up 85 percent of the total student body. In addition to its main Troth Yeddha' Fairbanks campus, UAF has community and rural campuses in downtown Fairbanks, Bethel, Dillingham, Kotzebue, and Nome, and maintains five community centers through its Interior-Aleutians Campus in Fairbanks. At the main Fairbanks campus, seven schools and colleges offer 147 degrees in 113 disciplines. UAF also supports seven research centers and institutes, with total research expenditures in excess of $100 million annually.

A Brief History of The School of Management: A degree in business administration was first offered at UAF in 1924, with specialty areas of general business, accounting, and secretarial science. In 1959, the degree expanded to include majors in accounting, business education, management, marketing, and secretarial science. In 1975, the School of Management (SOM) was formed as one of five professional schools at UAF. In 1988, the Association to Advance Collegiate Schools of Business (AACSB) accredited the School of Management's business administration and accounting programs. SOM was the first AACSB-accredited business school in Alaska, and remains the only business school in the state with separate accounting accreditation from AACSB. For more information, please see the AACSB website (link).

The School of Management Today: The School of Management is a professional school that primarily serves the interior of Alaska in a vast region that includes Fairbanks and many smaller communities. Its academic service to the region involves educating students in courses that are covered under AACSB accreditation, as well as those taught as part of interdisciplinary efforts both at the undergraduate and graduate levels.

SOM is under the direct leadership of Dean Mark Herrmann (2007), Associate Dean Kevin Berry (2008), and Accounting and Finance Program Director Howard "Charlie" Sparks (2009). Most major school decisions are made in the Strategic and Executive Management Committee (Exec), chaired by the dean and comprised of the directors of all the major school programs and committees. Consultation regarding the direction of the school involves the Accounting Advisory Board (AAB), the Business Advisory Council (BAC), and the Student Advisory Committee (SAC).

2. The School of Management Committee Structure

All faculty members are expected to participate in the internal faculty governance of the School of Management 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 (Exec)

The Strategic and Executive Management Committee consists of the dean, associate dean, and the program directors, with support and data assistance from an assigned staff member. Exec coordinates with the other committees and holds the ultimate authority to monitor and administer the teaching, research, and service/governance assignments within SOM. The committee advises the dean on issues of general interest to all faculty, but of specific importance to the dean. The committee will forge an agreement on student recruiting strategies and processes; clearly state expectations of faculty; participate in strategic planning for SOM; assist the dean in budget reviews for SOM; participate in accreditation processes for both AACSB and Northwest accreditation; determine faculty qualification status for AACSB; encourage and recommend merit awards; and oversee faculty recruiting. Exec also maintains the faculty handbook and supervises the documentation of all standing and ad-hoc committees.

b. Peer Review Committee (PRC)

The Peer Review Committee consists of all tenured faculty, with support and data assistance from an assigned staff member. A chair is chosen each year from within the committee to direct and administer the tenure and promotion processes, and to draft the committee's formal unit-peer response to be included in the candidate's review file for the dean. The committee is charged with ensuring that those granted tenure or promotion meet the general expectations of the UA system and the specific expectations of SOM, consistent with our strategic goals. It typically meets in the fall semester to evaluate those junior candidates standing for tenure and promotion to associate or full professor. Additionally, the committee performs benchmark reviews on both pre- and post-tenure candidates. The committee evaluates candidates against the long-term strategic requirements in the areas of teaching, scholarship, and service as described by the Unit-Peer Criteria for the School of Management. The PRC also works alongside the dean to overhaul the SOM unit criteria on a revolving, five-year cycle.

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 Committee

The Undergraduate Curriculum Review Committee consists of the business administration program director, the chair of the SOM Assurance of Learning Committee, and program representatives. The committee forges agreements on programs, most specifically in the areas of overlap, development, and curriculum. The committee advises the dean and Exec on various issues as they relate to other schools within the university system. In addition, the committee will determine ways to optimize curriculum and leverage faculty resources to best meet the simultaneous needs of all SOM programs.

e. MBA Curriculum Review Committee

The MBA Curriculum Review Committee consists of the MBA program director, the chair of the SOM Assurance of Learning Committee, and program representatives. The committee oversees admission processes and scheduling for the MBA program. The committee advises the dean and Exec on various issues as they relate to other schools within the university system. In addition, the committee determines ways to optimize curriculum and leverage faculty resources to best meet the simultaneous needs of all programs.

f. Ph.D. Steering Committee

The Ph.D. Steering Committee consists of SOM and College of Natural Science and Mathematics (CNSM) faculty as appointed by the deans of the respective schools. The committee oversees the admission process, scheduling, management, and learning outcomes for the Ph.D. program. The committee forges agreements on programs, most specifically in the areas of overlap, development, and curriculum. The committee advises the dean and Exec on various issues as they relate to other schools within the university system. In addition, the committee will determine ways to optimize curriculum and leverage faculty resources to best meet the simultaneous needs of all SOM programs.

g. Faculty of the Whole Committee

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

h. Assurance of Learning (AOL) and Impact Committee

The Assurance of Learning and Impact Committee consists of one person from each of the AACSB-accredited SOM programs: accounting and finance, business administration, and the MBA program. Appointments are made by the dean. The

committee oversees SOM's Assurance of Learning processes, hears assessment report from the AOL individual program committees, and makes recommendations to the dean and the curriculum review committees on how to use the assessment information to enact curricular or course content changes.

i. Individual Assurance of Learning (AOL) Program Committees

Every faculty member belongs to one of the following Individual AOL Program Committees: BBA, MBA, Accounting and Finance, BEM, or MSDM. Appointments are made by the dean. These committees make assessments within each of their respective programs in accordance with the AOL processes. This information is then presented to the AOL and Impact Committee.

3. Faculty Workload

Decisions concerning tenure, promotion, and merit salary increases are linked to the faculty member's productivity across three areas: teaching and advising, research and other creative activity, and professional service and outreach. Each academic unit must establish expected levels of productivity for the unit in each of these areas. Productivity is assessed by relating the effort expended to the outcome, in terms of both effectiveness and impact, of the activity. 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 to balance, 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 this section is to outline the overall expectations for SOM faculty in the three (tripartite) areas for tenured or tenure-track faculty. We recognize that the 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 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 Chapter 04.10. Ethics and Conduct (link), the motion of Faculty Senate Meeting #72 regarding the faculty Statement of Professional Ethics (link), and the American Association of University Professors Statement on Professional Ethics (link).

Any allegation of faculty ethical misconduct will first be referred to the Peer Review Committee for an initial discussion and recommendation, which will subsequently be forwarded to the dean.

Faculty are also required to report sick leave and faculty time off (FTO) (link and Appendix IV).

Additionally, all faculty with employment outside the university must complete the ethics disclosure form (link).

Title IX Compliance: The University of Alaska is committed to providing a safe and healthy educational and work environment in which educational programs, employments, and activities are free of discrimination. Title IX of the Educational Amendments of 1972 is a federal law that specifically prohibits discrimination on the basis of sex. It establishes the principle that all students should be free to participate fully in their educational experiences regardless of their gender. Sexual violence and sexual harassment are actions which violate Title IX protections for students.

SOM faculty are required to report all students who are currently placed in external entities and/or conducting off-campus research and field work to the SOM designated Title IX compliance officers, Kris Racina and Ashley Witt (staff support). More information regarding Title IX compliance at UAF can be found on the provost's website (link).

Guidelines for Workload Assignments: SOM supports individual faculty tripartite strengths by allowing flexibility in terms of research, teaching, and service assignments. In particular, the school actively recognizes research, scholarly, and intellectual contributions by offering course reductions when possible. The guidelines for a nine-month course load are tied to the academic and practitioner qualification status put forth in AACSB Standard 15 and determined by the Strategic and Executive Management Committee in accordance with *SOM Faculty Qualifications and Engagement Expectations* approved on December 13, 2013. A faculty member's course load for the current academic year depends upon research, scholarly, and intellectual contributions over the 5 calendar years that are entered in the Sedona database by 12/31 of the preceding year.

Classification Terms (see Appendix II for explanation of the classifications):

SA: Scholarly Academic
PA: Practice Academic
SP: Scholarly Practitioner
IP: Instructional Practitioner
Other: Is not qualified as either an academic or practitioner

Number of courses taught by <u>tenured or tenure-track</u> faculty

SA – 5 courses
PA – 6 courses
Other – 7 courses

Number of courses taught by faculty who are <u>term instructors</u>[**]

SA or SP – 6 courses

PA or IP – 7 courses

The standard workload assignments were approved by the Strategic and Executive Management Committee on January 9, 2014.

**Term instructors hired with terminal degrees (i.e., Ph.D. or J.D.) are expected to obtain/maintain their SA status.

Research: Although SOM encourages all types of research, the school's primary focus is on peer reviewed research that contributes to practice of a given discipline. In addition, the school encourages research related to Alaska's economic development and sustainability, and research that contributes to UAF's overall educational mission (graduate, undergraduate) commensurate with a RU/H: Research University (high research activity). Expectations of research productivity are published peer reviewed journal articles. Faculty members may make a written justification to be granted equal credit for equivalent publications (e.g. a chapter in a refereed book), which will be considered by Exec. Furthermore, emphasis is given to publications from approved academic journals. Journals are judged based on the Australian Business Deans Council journal quality rankings and Cabell's list of journals, including the black list. The incentive to increase research quality is an increase of travel funds for those who publish in higher-quality journals. These standards are detailed in the *SOM Research Quality Policy* (see Appendix V).

Teaching: SOM seeks to develop a strong culture of excellence in teaching. In particular, SOM strives to give its students many opportunities in experiential and active learning, both in and out of the classroom.

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, ideally, one university-wide committee in subsequent years before tenure. Post-tenure service should include one university-wide and two SOM-specific committees per year, or equivalent service. All SOM faculty and adjuncts are expected to participate in Assurance of Learning processes for their specific department, and full-time faculty are assigned to AOL individual program committees as part of their required service.

A tenured faculty member should devote approximately 10% of an annual workload toward service.

A faculty member failing to provide appropriate service may be considered non-participating according to AACSB Standard IV (see Appendix III).

b. Job Descriptions and Compensation for SOM Program Directors

Accounting and Finance Program Director

Responsibilities:

- Responsible for the overall direction and operation of the accounting and finance program
- Chairs accounting program meetings – a minimum of 2 per semester
- Coordinates curriculum development and review for the accounting and finance program
- Convenes Accounting Advisory Board
- Responsible for specialized accounting reaffirmation, including report writing
- Heads the AOL processes for accounting and finance
- Serves on the Strategic and Executive Management Committee
- Compiles degree review of BBA in Accounting for Northwest Association of Schools and Colleges accreditation and AACSB accreditation
- Assists the dean in development efforts

Compensation:

a. One course release the year prior to and the year of the AACSB accreditation visit, or an additional 4 weeks of salary (at the discretion of the dean).

Appointments:

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

Business Administration (BA) Program Director

Responsibilities:

- Responsible for the overall 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 and Impact Committees
- Sits on the University Curriculum Committee
- Heads the AOL processes for BBA BA and, as chair of the AOL committee, for SOM's undergraduate degrees as a whole
- Contributes to the AACSB accreditation report
- Serves as the SOM undergraduate faculty advisor
- Serves on the Strategic and Executive Management Committee
- Compiles degree review of BBA in Business Administration for Northwest Association of Schools and Colleges accreditation
- Assists the dean in development efforts

Compensation:

    a. One course release or an overload contract, or an additional 4 weeks of salary (at the discretion of the dean).

Appointments:

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

Economics Program Director

Responsibilities:

- Responsible for the overall 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
- Serves on the Strategic and Executive Management Committee
- Assists the dean in development efforts

Compensation:

    a. One-half course release or overload contract, or an additional 4 weeks of salary (at the discretion of the dean).

Appointments:

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

Homeland Security and Emergency Management (HSEM) Director

Responsibilities:

- Responsible for the overall direction and operation of the HSEM program
- Coordinates curriculum development and review for the HSEM program, including the BSEM and MSDM degrees
- Heads the AOL processes for HSEM
- Organizes the marketing and student recruitment efforts for the HSEM program
- Serves on the Strategic and Executive Management Committee
- Compiles program review for all HSEM academic programs
- Assists the dean in development efforts

Compensation:

    a. The HSEM director will have a 12-month contract.

Appointments:

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

4. Guidelines for Promotion, Tenure, and Evaluation

The UAF provost's office guidelines to tenure and promotion can be found on their website ([link](#)).

a. School of Management Unit Criteria (Approved January 24, 2019)

The UAF Faculty Senate passed the following at Meeting #197 on March 3, 2014:

MOTION:

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the School of Management.
APPROVAL:
    EFFECTIVE: Fall 2014
    Upon Chancellor Approval

RATIONALE: The Unit Criteria Committee reviewed the unit criteria which were submitted by the School of Management. Minor revisions were agreed upon by the SOM faculty representatives and the Unit Criteria Committee, and the unit criteria were found to be consistent with UAF guidelines.

****

UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, PERIODIC REVIEW, RE-APPOINTMENT,
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 ADDITIONS TO AND CLARIFICATION OF UAF REGULATIONS. THESE 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. MENTOR STUDENTS, UNDERGRADUATES AS WELL AS GRADUATES, IN QUALITY RESEARCH ACTIVITIES*;*

J. ENGAGE IN ADVISING STUDENTS.

K. PARTICIPATE IN ASSURANCE OF LEARNING ACTIVITIES.

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 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 RECOGNIZED COURSE-SPECIFIC EXAM.***

g. ***REVIEW OF ONLINE MATERIALS BY eCAMPUS, QUALITY MATTERS, OR RECOGNIZED EXTERNAL AUTHORITY.***

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 *(SOM)*, 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.

m. *ONLINE CONTRIBUTIONS, SUCH AS BLOGS OR OTHER FORMS OF DIGITAL MEDIA THAT CAN BE ASSESSED FOR QUALITY AND PROFESSIONAL IMPACT.*

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 EDITORIALLY 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 *TO COUNT AS A PAPER PUBLISHED IN A LESSER FORMAT.*

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 *EVENTS*.

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 PROFESIONAL 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, OR 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.

4/30/07.

APPROVED BY VOTE ON 1/24/19.

****

b. School of Management Peer Review Committee Procedures (Revised September 10, 2018)

COMMITTEE

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

CHAIR

1.   The PRC chair will be elected annually at the last meeting of the academic year by a majority of those tenured faculty members present at the meeting.
2.   The role of the PRC chair is to call and conduct meetings.
3.   The PRC chair (with the assistance of staff support from the Dean's Office) will prepare written ballots and conduct the balloting on recommendations on candidates.
4.   The PRC selects a file chair to represent the unit's decisions to the University-Wide Faculty Review Committee. The file chair will serve as an advocate of the PRC's decisions and make sure that the University-Wide Faculty Review Committee fully understands the reasons for the PRC's recommendations.
5.   The file chair will be responsible for writing the recommendations on the candidate to then be included in the candidate's review PDF file as it travels to the subsequent levels of review.

FILES

1.   Promotion, tenure, and/or review PDF files are to be turned in to the Office of the Dean of the School of Management. The Dean's Office will manage the distribution of the PDF file to the appropriate parties via Google Drive access.
2.   Committee members will be given access to the PDF file via Google Drive, and this access will be removed after the review passes to the Dean. Any promotion, tenure, or review files may not be distributed to individuals outside of the committee.
3.   There will be no designated presenters for files. It is assumed that all unit members will familiarize themselves with files.
4.   Once a candidate has submitted their 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

1.   The School of Management's Unit Criteria will form the basis for the discussion and decision.

MEETINGS

1.	A simple majority of tenured unit members not on leave shall be present in order for discussion of candidates to take place.
2.	There will be a meeting at which a discussion of candidates for promotion, tenure, or review will take place followed by a written ballot vote.
3.	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 their 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.
4.	All meetings will be closed unless the candidate requests an open meeting. This request must be made prior to the scheduled meeting date, and presented in writing to the chair.

VOTING

1.	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.
2.	All voting will be conducted by means of paper ballots. The staff support will be responsible for gathering and tallying these votes, including votes by proxy for those committee members on leave.
3.	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.
4.	A faculty member serving on both the University-Wide Faculty Review Committee and the School of Management PRC may participate in the discussion of a peer faculty member's file at both levels of review, but can only vote at one level of review. It is recommended that the committee member votes at the highest level of review to best represent the opinions of the PRC.

RECOMMENDATIONS (MAJORITY OPINION)

1.	The Peer Review Committee's recommendations will be determined by a majority of those voting.
2.	This committee will review the files using the rating scale used by the University-Wide Faculty Review Committee (per Faculty Senate guidelines):
	a.	Tenure and Promotion to associate professor– each tripartite area (research, teaching, service) is to be evaluated on a 5-point scale: Poor, Fair, Good, Very Good, Excellent

b. Promotion to full professor– each tripartite area (research, teaching, service) is to be evaluated on a 5-point scale: Poor, Fair, Good, Very Good, Excellent

c. 4th Year Comprehensive Pre-Tenure Review – the candidate's overall progress toward tenure and promotion is to be evaluated as follows: Satisfactory, Unsatisfactory

d. 6th Year Comprehensive Post-Tenure Review – the candidate's overall maintenance of their tenure is to be evaluated as follows: Satisfactory, Unsatisfactory

3. The PRC's recommendation shall accurately represent the arguments of the committee members, and the recommendation letter to be included with the review PDF must be approved by a majority vote of the committee members. The final draft of the recommendation letter will be submitted to the Dean's Office by 12 pm (noon) of the due date. A signature page will be provided to allow committee members to indicate whether, in their professional judgment, the letter/memo accurately reflects the PRC discussion of the relevant file.

5. Sabbatical Leave Policy

Faculty who wish to take a sabbatical leave must fill out a sabbatical leave application form (link) and express their interest in a sabbatical leave to the dean's office no later than October 24 of the academic year prior to their chosen date of leave. The procedures and eligibility criteria are outlined in Article 16.6 of the United Academics (UNAC) Collective Bargaining Agreement (link). The UAF provost's office guidelines to sabbatical leave can be found on their website (link).

6. 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. This dictates that new hires shall be expected to offer the traditional faculty composition of tripartite duties until they are 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.

Appendix I: AACSB International ([link](#))

AACSB: About ([link](#))

AACSB International (AACSB) connects educators, students, and business to achieve a common goal: to create the next generation of great leaders.

Synonymous with the highest standards of excellence since 1916, AACSB provides quality assurance, business education intelligence, and professional development services to over 1,600 member organizations and more than 800 accredited business schools worldwide.

When educational, professional, and business organizations become members of the AACSB Business Education Alliance, they are part of a movement united to improve the quality of business education around the world. AACSB connects, shares, and inspires innovation and quality throughout the member network, as well as the business community. The collective strength of the organization is founded on diverse perspectives, a global mindset, and a commitment to making a difference.

AACSB's mission is to foster engagement, accelerate innovation, and amplify impact in business education. The global organization has offices located in Tampa, Florida, USA; Amsterdam, the Netherlands; and Singapore.

The mission of AACSB International is to foster engagement, accelerate innovation, and amplify impact in business education. This mission is aligned with AACSB's accreditation standards for business schools. AACSB strives to continuously improve engagement among business, faculty, institutions, and students so that business education is aligned with the needs business practice. To fulfill this goal, AACSB encourages and accelerates innovation to continuously improve business education. As a result, business schools will have a positive impact on business and society—and AACSB International will amplify that impact.

The vision of AACSB is to transform business education for global prosperity. Business and business schools are a force for good, contributing to the world's economy, and AACSB plays a significant role in making that benefit better known to all stakeholders— serving business schools, students, business, and society.

In achieving its mission and vision, AACSB's values drive future initiatives and interactions with the business education community worldwide.

The values of AACSB International are as follows: quality, inclusion and diversity, global mindset, ethics, social responsibility, and community.

AACSB: Accreditation ([link](#))

An AACSB International member institution offering undergraduate and/or graduate degrees in business may voluntarily apply for AACSB Business Accreditation. The AACSB accreditation process includes rigorous self-evaluation and peer-review elements.

The process begins with the submission and approval of an eligibility application. Once a school's eligibility application has been approved, it will enter the initial accreditation phase. An overview of the initial accreditation process provides the steps necessary to complete the accreditation process, which includes self-evaluations, the development of in-depth strategic plans, and peer and committee reviews.

If a school is able to meet all of AACSB's accreditation standards and completes the requirements, it will be recommended for accreditation.

To achieve supplemental AACSB Accounting Accreditation, an institution must first—or simultaneously—pursue AACSB Business Accreditation. In addition to meeting the 15 business accreditation standards, the school must also fulfill the criteria for the six accounting accreditation standards, which are specific to the discipline and profession of accounting.

Once achieved, a school must undergo a continuous improvement review every five years to ensure they are evolving and improving over time.

Appendix II: School of Management's Faculty Qualifications and Engagement Expectations

Approved by the Strategic and Executive Management Committee on
December 13, 2013

In this document the University of Alaska (UAF) School of Management (SOM) puts forth the initial conditions needed for faculty to be considered either an "Academic" or "Practitioner," and what is needed to sustain faculty status as either a Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). These are in accordance with the Association to Advance Collegiate Schools of Business (AACSB) Standard 15.

> **Standard 15:** The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]

Expectations for Qualifications and Engagement of the Aggregate Faculty

According to AACSB, "The school's blend of SA, PA, SP, and IP faculty members in support of degree programs, locations and disciplines, and other mission components must result from a strategic choice and be consistent with the school's mission, expected outcomes, and strategies." We strive to meet the AACSB recommendations that (1) normally, at least 90 percent of faculty resources are SA, PA, SP or IP; (2) at least 60 percent of faculty resources are SA, PA, or SP; and (3) at least 40 percent of faculty resources are SA.

In general, the School of Management expects the majority of its academics to be SA, its full-time practitioners to be SP, and its adjunct practitioners to be IP.

School of Management Process for Designating Faculty Qualifications

In order to demonstrate that these standards are maintained, the Strategic and Executive Management Committee will serve as a faculty qualifications committee, and on a case-by-case basis will designate the academic or practitioner qualifications 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. These decisions also will be used to help make faculty workload and course scheduling decisions.

Scholarly Academics (SA)

Initial Academic Preparation is assessed by earned degrees and other academic credentials. Initial 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

    i. 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

<div align="center">OR</div>

    ii. 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

    i. 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

<div align="center">OR</div>

    ii. 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

    i. 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

<div align="center">AND</div>

    ii. 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. Doctoral students who have obtained ABD status are considered SA for 3 years.

Scholarly Academics (SA) sustain currency and relevancy through scholarship and activities related to their teaching responsibilities. To maintain the SA status, the faculty member must meet one of the following criteria during a rolling five-year period:

A. Be within five years of having completed a doctoral degree.

B. Publish three peer-reviewed journal articles as part of an intellectual contributions portfolio.

C. Publish two peer-reviewed journal articles as part of an intellectual contributions portfolio and demonstrate significant other academic engagements such as, but not limited to:

   i. Other intellectual contributions such as sponsored research, reports to granting agencies, refereed proceedings and papers presented at national and international conferences, and other evidence of scholarly writings and presentations as documented in Standard 2.

   ii. Editorships with academic journals or other business publications.

   iii. Service on editorial boards or committees external to the university.

   iv. Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.

Practice Academics (PA)

Initial Academic Preparation is assessed by earned degrees and other academic credentials. *Initial preparation for Practice Academics is the same as for Scholarly Academics (A through E).*

Practice Academics (PA) sustain currency and relevancy through a variety of professional engagement activities to interact with business and management practice *(currency and relevancy may be augmented by scholarship and activities of a Scholarly Academic).* To maintain PA, the faculty member may undertake a variety of scholarly and professional engagement activities that are related to teaching area during a rolling five-year period, including, but not limited to:

A. Scholarly activity as outlined under Scholarly Academics (SA).

B. Sole or main academic emphasis can be on practice-oriented intellectual contributions detailed in Standard 2.

C. Currently working (paid or volunteer) in business with responsibilities related to the primary teaching area.

D. Continuing professional and/or executive education experiences.

E. Participation in professional events that focus on the practice of business, management, and related issues.

F. Professional certifications in the area of teaching.

G. Substantive roles and participation in academic associations.

H. Consulting activities.

I. Participation in professional business associations.

J. Relevant, active editorships with professional or other business/management publications.

K. Relevant, active service on boards of directors.

L. Participation in other activities that place faculty in direct contact with business or other organizational leaders.

M. Faculty internships.

N. Active involvement in entrepreneurial activities.

O. Presentations and/or seminars to practitioners and/or the public.

P. Other practical work-related experience.

Scholarly Practitioners (SP)

Initial Professional Preparation is assessed by earned degrees and other academic credentials. Initial academic preparation defines the minimum set of requirements for establishing academic qualification as follows:

A. At least a master's degree in a field related to the area of the teaching assignment.

B. In limited cases, an individual may qualify if they have less than a master's degree if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications.

Scholarly Practitioners (SP) sustain currency and relevancy through a variety of academic and professional engagement activities. To maintain SP, the faculty member may engage in a variety of activities that are related to their teaching area during a rolling five-year period. The activities can be primarily scholarly and academic, such as producing intellectual contributions. *At minimal, for SP status, there must be some scholarly and academic engagement.* To the extent that scholarly and academic engagement plays a lesser role in the faculty portfolio, the engagement activities must be filled out with substantial professional engagement activities.

A. *Scholarly and Academic Engagement*

    i. Scholarly activity as outlined under Scholarly Academics (SA).

    ii. Sole or main academic emphasis can be on practice-oriented intellectual contributions detailed in Standard 2.

B. *Professional Engagement*

    i. Currently working (paid or volunteer) in business with responsibilities related to the primary teaching area.

    ii. Continuing professional and/or executive education experiences.

    iii. Participation in professional events that focus on the practice of business, management, and related issues.

    iv. Professional certifications in the area of teaching.

    v. Substantive roles and participation in academic associations.

    vi. Consulting activities.

    vii. Participation in professional business associations.

    viii. Relevant, active editorships with professional or other business/management publications.

    ix. Relevant, active service on boards of directors.

    x. Participation in other activities that place faculty in direct contact with

business or other organizational leaders.

xi.　　Faculty internships.

xii.　　Active involvement in entrepreneurial activities.

xiii.　　Presentations and/or seminars to practitioners and/or the public.

xiv.　　Other practical work-related experience.

Instructional Practitioners (IP)

Initial Professional Preparation is assessed by earned degrees and other academic credentials. *Initial preparation for Instructional Practitioners is the same as for Scholarly Practitioners.*

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. To maintain IP status, the faculty member may undertake a variety of professional engagement activities that are related to teaching area during a rolling five-year period, including, but not limit to:

A. Currently working (paid or volunteer) in business with responsibilities related to the primary teaching area.

B. Continuing professional and/or executive education experiences.

C. Participation in professional events that focus on the practice of business, management, and related issues.

D. Professional certifications in the area of teaching.

E. Substantive roles and participation in academic associations.

F. Consulting activities.

G. Participation in professional business associations.

H. Relevant, active editorships with professional or other business/management publications.

I. Relevant, active service on boards of directors.

J. Participation in other activities that place faculty in direct contact with business or other organizational leaders.

K. Faculty internships.

L. Active involvement in entrepreneurial activities.

M. Presentations and/or seminars to practitioners and/or the public.

N. Other practical work-related experience.

Appendix III: School of Management's Faculty Sufficiency and Deployment Definition of Participating and Supporting Faculty Pertaining to AACSB Standard 5

Approved by the Strategic and Executive Management Committee on July 17, 2013

The AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation (April 8, 2013) state:

> **Standard 5:** The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY AND DEPLOYMENT]

AACSB specifies that participating faculty members deliver at least 75 percent of the annual teaching at the school level (either contact or credit hours) and at least 60 percent in each program (undergraduate Accounting, Business Administration, and the MBA program).

In accordance with the AACSB guidelines for Standard 5, under Guidance for Documentation, the school is asked to provide the school's criteria for documenting faculty members as "participating" or "supporting" and demonstrate that it is applied consistently in ways that align with its mission.

Participating Faculty Member

A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities.

Participation will be evidence in the faculty member's meeting of their professional responsibilities to the school mission, including activities supporting the offering of educational opportunities to students that exceed classroom teaching.

The list of activities that count towards participation includes, but is not limited to, the following:

- Regularly attend school and program meetings
- Actively engage in the activities that allow a faculty member to maintain qualification status (SP, IP, SA or PA)
- Participate in Assurance of Learning
- Participate in school and university-wide committees
- Participate substantially in student organizations and related functions

- Participate in other extracurricular activities beyond attendance (Accounting and Business Weeks, Business Leader of the Year Banquet, Arctic Innovation Competition, etc.)
- Participate in the Student Investment Fund
- Participate actively in community service
- Participate in outreach and development activities
- Participate in ongoing and substantial student academic and career advising
- Participate in undergraduate research
- Participate in graduate research

Generally, a faculty member will be considered eligible for the participating designation if they are considered employed by SOM and their position is considered essentially permanent. However, other term-funded instructors and adjuncts may be considered eligible for participation if their appointments are considered more or less permanent, if they sufficiently participate in the life of the school, and if their students have ample opportunity for adequate valuable educational interaction beyond classroom instruction.

In accordance with the school's tailored guidelines for faculty sufficiency, the determination of participating and supporting faculty shall be made by the Strategic and Executive Management Committee before the end of each academic year and carry forward to the following academic year.

It should be noted that satisfying the participating definition does not guarantee that a faculty member is satisfactorily fulfilling their workload assignment, nor does it necessarily reflect on faculty qualifications.

Supporting Faculty Member

A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.

Any faculty member (tenure-track, adjunct, term-funded, visiting) who maintains involvement within SOM by teaching their courses, but who does not qualify for the "participating" designation, will be considered "supporting." While supporting faculty members may play a valuable role in SOM in terms of their assigned responsibilities, they do not play an active part in school governance or make sufficient contributions to students outside of the classroom.

Appendix IV: UNAC Faculty Time Off (FTO) Guidelines, UNAC CBA Article 16.5 (link)

UNAC members are expected to be on campus for convocations, registration, student advisement, graduation, regularly scheduled faculty meetings and other activities specified in their appointment letter. In addition to the holidays listed in this Article, UNAC members shall receive fifteen days off during the nine month contract period. These days include three days of Winter Closure when the University is closed for business. The remaining twelve days off shall be used when classes are not in session or as specifically approved in advance. UNAC members shall request faculty time off prior to taking time off, with sufficient notice of the request prior to the date of the absence. Requests for time off may be taken after approval in writing by the dean, director, or designee. Requests for faculty time off shall not be unreasonably denied as we encourage UNAC members to take Faculty Time Off for their well-being.

Those UNAC members whose professional responsibilities are not instructional or in any other way coincidental with the academic calendar may use time off while classes are in session provided other professional obligations are met.

Two days of additional time off shall be provided for each additional month of full-time appointment each year. Time off for appointments at less than full time shall be pro-rated accordingly.

Time off shall not accrue from one contract period to the next if not used and no payment is made for time off not used when a UNAC member terminates employment.

Provided the other requirements of this article are met, UNAC members may use time off received in a fiscal year during that same fiscal year, without regard to whether the use occurs during the base or additional assignment (contract extension).

Effective January 1, 2018, UNAC members who have utilized and reported at least five days (40 hours or its pro-rated equivalent for less than full-time UNAC members, which include the three days of mandatory closure) may cash out up to five days (40 hours or its pro-rated equivalent for less than full-time UNAC members) of unused Faculty Time Off during each academic year. The University shall provide an annual Faculty Time Off cash-in form to be completed before the last day of the contract period. The cash out may only be made while the UNAC member is in pay status (i.e., on contract).

Revised Article 16.5 UNAC CBA – FTO Guidelines Memorandum from Geoffrey Bacon, Statewide Labor Relations Director, May 2, 2018

Statewide Labor Relations developed this revised guideline to assist faculty members and faculty supervisors on the appropriate use and documentation of Faculty Time Off.

Article 16.5 of the United Academics (UNAC) Collective Bargaining Agreement (CBA) provides represented faculty members 15 days of FTO each academic year. Represented faculty members receive an additional two days of FTO per month when hired for full-time contract extensions.

Faculty Time Off (FTO) Usage

Faculty members work under the same expectations as other exempt employees of the University. Faculty members must communicate with their supervisor prior to using FTO. At no time should FTO usage interfere with the fulfillment of a faculty member's assigned workload. Faculty members who intend to fulfill their workload with alternate arrangements (i.e., different work location, variation of work schedule) need to make prior arrangements with their supervisor.

Faculty members need explicit approval to use FTO during class times, convocation, registration, student advisement, graduation, and regularly scheduled faculty meetings and other activities specified in their appointment letter. Faculty members are required to use and document FTO used during the three day University Winter Holiday Closure (Closure). Faculty members who intend to fulfil their workload obligations during the Closure need to make prior arrangements with their supervisor. Supervisors are expected to be consistent in FTO usage approval and denial among faculty members they supervise and communicate with faculty members on how to request to use FTO.

Requests to use FTO will not be unreasonably denied. The University encourages faculty members to use their FTO benefit for their well-being. Supervisors unsure whether to approve or deny a request to use FTO should contact your regional human resources office.

Faculty members cannot use FTO while faculty members are on Sabbatical Leave, Leave without Pay, on summer additional assignments, or off their 9-month base appointment. FTO does not accrue and expires at fiscal year-end.

Faculty Time Off (FTO) Documentation

Faculty members are required to document their use of FTO via the UA Online web time sheet. As exempt employees, Faculty members only need to complete an electronic time sheet when using FTO, sick leave or other forms of leave. Instructions on how faculty members can complete their timesheet can be found on the Statewide Human Resources website.

Web Time Sheet Entry Step by Step Instructions for Exempt Employees

Maintaining accurate records of time off and leave use is important for the University of Alaska (University) and its employees. The University is subject to federal recordkeeping requirements[1], and is required to provide equitable administration of employee benefits.

---

[1] 29 CFR 516.3; 29 CFR 852.500; 2 CFR 200.431

Faculty members who fail to accurately report their time off and leave usage before the electronic submission deadline need to submit a paper timesheet documenting their accurate time off and leave usage. Employee biweekly pay stubs report the amount of FTO or leave taken in a given pay period. Faculty members must correct inaccurate timesheets promptly. Please contact your regional human resources office for guidance on how to complete a paper time sheet.

Time sheet reviewers certify that a faculty member's time sheet is accurate and complete. If a time sheet reviewer suspects a faculty member's submitted timesheet is inaccurate, the time sheet reviewer must contact that faculty member to confirm accuracy, or request they revise the submitted time sheet. Instructions on how a time sheet approver can return an electronic time sheet for correction can be found on the Statewide Human Resources Website.

Web Time Sheet Entry Step by Step Instructions for Approvers & Proxies

Faculty Time Off (FTO) Cash-In

Beginning in March 2018, Article 16.5 of the UNAC CBA provides represented faculty the ability to cash-in up to 5 days of Faculty Time Off each fiscal year.[2] To be eligible to use this benefit a faculty member must have already taken and documented 5 days of FTO in the fiscal year.[3] Faculty members can include the 3 days of FTO used during Closure to meet the 5 day usage requirement. Additional requirements are included on the FTO Cash-In Form.

---

[2] 40 hours or prorated for faculty members working less than full time.
[3] 40 hours or prorated for faculty members working less than full time.

Appendix V: School of Management Research Quality Policy

(Passed March 28, 2018)

AACSB Standard 2: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies, and that impact the theory, practice, and teaching of business and management. [INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION]

Guidance for Documentation: The school adopts and shows evidence of appropriate policies to guide faculty members in the production of intellectual contributions. These contributions align with the mission, expected outcomes, and strategies of the school. Such policies should guide faculty as to how the school prioritizes different types of scholarship, determines quality, and validates or assesses outcomes as positive contributions to the advancement of business theory, practice, and learning.

SOM POLICY

The following policy provides guidance to faculty members in the production of intellectual contributions, and is to be used in assigning workloads. The School of Management has four research objectives to guide the policy:

1) Scholarly work supports Alaska's business and economic environment.
2) Scholarly work supports teaching and learning scholarship.
3) Scholarly work supports practice and applied intellectual contributions, including consulting.
4) Scholarly work enhances the current body of knowledge of business-related disciplines.

Intellectual contributions will be considered appropriate if the journal of publication is listed on the Australian Business Dean Council (ABDC) Journal Quality List. Journals not listed in ABDC will not be counted towards qualifications and workload if they appear in the Cabell's Blacklist. Journals that do not appear in ABDC, but are not listed on Cabell's Blacklist, may be considered acceptable after being reviewed and approved by SOM Strategic and Executive Committee (Exec).

Intellectual contributions which do not meet the journal quality review will be given consideration in SOM's workload policy for inclusion under the "other" category if they meet one or more of SOM's four SOM research objectives. In order for other intellectual contributions which are not published in journals to be considered, they must be on topics related to research objectives 1-4. These must be of appropriate length and approved by the Exec committee (for example, newspaper articles will not be considered for workload consideration).

Faculty members who publish in an 'A' ranked journal, according to the ABDC Journal Quality List, will be eligible to receive a travel award to attend the national conference in their area. Also eligible will be those who publish in a 'B' ranked journal, according to the ABDC Journal Quality List, and who also meet SOM research objectives 1-4.

The phase-in period for these policy changes will begin with articles submitted on, or after, Jan 1, 2019.