

UAF REGULATIONS FOR THE EVALUATION OF FACULTY:

Adopted by faculty vote on December 8, 2010 with suggested revisions in response to Faculty Senate unit criteria review committee comments.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience, and performance requirements are set forth in “UAF Faculty 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 or schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish 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

Periodic Evaluation of Faculty

A. General Criteria

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Effective teachers:

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for **their** students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subjects **being taught**;
- 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 **an** 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.

directing independent studies (497 or 697), supervising experiential learning and internships, and conducting informal courses or workshops. Teaching and advising graduate students is more demanding than teaching and advising undergraduate students; nevertheless, the extra effort faculty invest in graduate teaching and advising are central to fisheries division's mission. Faculty workload assignments may reflect dissimilar loads related to formal classroom teaching and graduate and undergraduate advising loads; however the guideline expectation is that faculty members will teach at least four academic credits in the classroom each year. Quality of classroom teaching is indicated by peer evaluations of course materials, peer evaluations of teaching performance, and the recurring level of enrollment in classes. Quality graduate advising is indicated by the success of students in completing degrees under the faculty member's supervision, and in their subsequent employment in professional or scientific capacities. Faculty will be recognized for advising graduate students who are not based in SFOS in the same way that they are recognized for advising graduate students who are based in SFOS. Additional

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Faculty in fisheries applying for promotion or tenure must present evidence of substantial,

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- 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. ~~Unremunerated consulting in the faculty member's area of expertise and discipline consistent with the obligation for public service.~~
- 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 or trade journal 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.

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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, 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, **or program.**
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.

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- 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.
- j.

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- (vii). Pursuing funding for collections growth and maintenance;
- (viii). Producing curatorial or collections-related publications, reports, and/or manuals;
- (ix). Ensuring university compliance with state and federal laws and international treaties and agreements that pertain to the collection.

b. Specific criteria for curatorial performance:

Assistant professor and curator

Evidence of curatorial ability and a commitment to developing and managing research collections relevant to the area of specialization includes the following:

- (i). Curators will develop the collections as a permanent record of the natural and/or cultural diversity of Alaska, the circumpolar north, and beyond and as a research resource for studies of biological and/or cultural diversity.
 - (ii). Collections care includes responsibility for the physical condition and storage of objects/specimens, corresponding documentation, budgetary management, and annual reports.
- (1) Curators will preserve the specimens, artifacts, objects, and material under their purview through the use of methods and techniques professional

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Alaska research and instructional programs, and value to national and international research programs. The curator should be a recognized authority in his/her field, locally and nationally. He or she must have a record of success in acquiring external funds for curatorial activities and collections-based research.

5.

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Each candidate for promotion to associate professor should be able to identify two graduate students who have completed their degree. Each candidate for full professor should be able to identify six such students.