

**UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT,
PROMOTION, TENURE, AND SABBATICAL LEAVE
AND
FISHERIES DIVISION UNIT CRITERIA
STANDARDS AND INDICES**

The following is an adaptation of UAF and board of regents (BOR) criteria for promotion and tenure, specifically developed for use in evaluating faculty in the fisheries division. Items in red boldface are those specifically added or emphasized because of their relevance to fisheries faculty, and because they are additions and clarifications to 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 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 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

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria outlined in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV, 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, **including curation**.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the following: (a) - 122o0.1 TJ-2 (1 TJ-2 (-0.2 ((i) (n)0.5) (C) -0.2n)0.5) a(c)iv12(i) (C) -0.2 4(ribu

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



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 non-SFOS graduate students in the same way that they are recognized for advising SFOS graduate students. Additional evidence of teaching success includes prizes and awards for teaching, results of student evaluations, publications based on students' thesis or dissertation research; student presentations at regional, national and international meetings; and awards to students.

Recognizing that workload assignments vary among faculty members the guideline expectation is that a candidate for tenure and promotion to associate professor should be able to identify at least two successful graduate students who have completed degrees under her or his supervision and that a candidate for promotion to professor should be able to identify at least six successful graduate candidates for promotion should be able to identify at least two regularly scheduled courses that they have developed or have primary responsibility for delivering and which are central to the undergraduate or graduate program requirements.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally importantly, 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.

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individual, professional contributions to the community or to one's discipline, or other activities in furtherance 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:

- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.



- (v). Supervising collections managers, student employees, and volunteers;
- (vi). Working with public program staff to create exhibits and educational activities appropriate to the collection;
- (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 professionally accepted within their respective disciplines.
 - (2) Curators will ensure that all records and field notes concerning collection materials are maintained in a secure fashion and meet or exceed documentation standards for their respective discipline.
 - (3) Curators will maintain current accession files, deaccession files, and catalogs of objects in their collections. They will develop electronic databases with computer data formats that follow data standards of the respective discipline and UAM.
 - (4) Curators will develop, maintain, and revise written policies and procedures for curation of objects or specimens in their collections.
-  Curators will take part in interpretive activities of the museum in order to fulfill the museum's mission to interpret the natural and cultural history of Alaska. In this regard, preparation of a small exhibit is approximately the equivalent of publication of a professional article; project direction of a large and complex exhibit that includes preparation of a serious catalog is approximately the equivalent of publication of a scholarly book.
- (iv). Curators will actively submit grant applications for external support for their curatorial activities and collections-based research.

Associate professor and curator

Consistent contributions to interpretive (education and exhibition) activities of the museum, response to collection-related inquiries (from other professionals, the public, and state agencies) and/or development of interpretive materials for the public-at-large are expected. Use of the collections for teaching and/or research must be evident. Active solicitation for external funds to support curatorial activities and collections-based research must be evident.

Professor and curator

Significant development of the collections under the curator's care is expected. This development includes sustained growth of the collections as research resources and as a means of fulfilling the museum's mission of acquiring, preserving in perpetuity, investigating, and interpreting objects and specimens relating to the natural and or cultural history of Alaska and the circumpolar north. Significance of collections will be measured in terms of research significance, value to University of 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. 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 for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation,

