

**UAF REGULATIONS FOR THE APPOINTMENT
AND EVALUATIONS OF FACULTY
AND SCHOOL OF EDUCATION UNIT CRITERIA, STANDARDS, AND INDICES**

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE SCHOOL OF EDUCATION DEPARTMENTS. ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENTS' FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS.

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

CHAPTER III

Periodic Evaluation of Faculty

- 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. MAY ENGAGE IN DIVERSE INSTRUCTIONAL ACTIVITIES SUCH AS TEACHING AT RURAL OR BRANCH CAMPUSES, TEACHING DISTANCE DELIVERED COURSES, TEACHING IN SUMMER SCHOOL, AND DEVELOPMENT OF CURRICULUM MATERIALS, PROFESSIONAL DEVELOPMENT WORKSHOPS AND COURSES FOR TEACHERS AND EDUCATORS, INCLUDING THOSE UNIQUELY SUITED TO ALASKAN SCHOOLS.**
- i. MAY PROVIDE SUPERVISION OF STUDENTS DURING FORMAL CLINICAL PRACTICE, STUDENT TEACHING, OR INTERNSHIPS.**
- j. MAY INVOLVE STUDENTS, UNDERGRADUATES AS WELL AS GRADUATES, IN RESEARCH ACTIVITIES.**

2. Components of Evaluation

Effectiveness in teaching AND OTHER INSTRUCTIONAL ACTIVITIES 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 the following:
- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s), **OR SIMILAR OBSERVATIONS OF INSTRUCTION OUTSIDE CLASSROOMS,**
- d. peer/department chair evaluation of course materials.

ADDITIONAL SOURCES OF EVIDENCE OF EFFECTIVENESS IN TEACHING MAY CONSIST OF BUT ARE NOT LIMITED TO:

- e. INSTRUCTOR MAY UTILIZE A CLASS PRETEST AT THE BEGINNING OF THE SEMESTER FOLLOWED BY A POST TEST OF SIMILAR FORMAT AT THE END OF THE SEMESTER OR YEAR TO ASSESS STUDENT PROGRESS AND TEACHING EFFECTIVENESS.**
- f. EXAMPLES OF STUDENT PROGRESS OR SKILLS, REPRESENTED BY IMPROVEMENTS IN EARLY AND LATE SEMESTER SKILLS**

OR PRODUCTS, OR OTHER MECHANISMS THAT CAN DOCUMENT IMPROVEMENT.

g. INSTRUCTOR- OR STUDENT-DESIGNED STUDENT OPINION OF INSTRUCTION SUMMARY.

h. LETTERS OF SUPPORT FROM STUDENTS OR PEERS.

SPECIFIC SOE CRITERIA FOR INSTRUCTIONAL PERFORMANCE BEFORE PROMOTION TO:

ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE MATERIAL TAUGHT IS RELEVANT AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE (BUT NOT LIMITED TO) COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, EFFECTIVE ADVISING AND MENTORING OF STUDENTS, EFFECTIVE CLASSROOM TEACHING PERFORMANCE, AND/OR EVIDENCE OF SUPERVISION OF GRADUATE STUDENT RESEARCH (AS A MAJOR SUPERVISOR OR CO-SUPERVISOR) LEADING TO SUCCESSFUL COMPLETION OF THE DEGREE PROGRAM.

PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE

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 **ARE** not limited to **THE FOLLOWING ITEMS THAT THE UNIT CONSIDERS TO BE MOST VALUABLE FOR CONSIDERATION FOR PROMOTION AND TENURE:**

- a. Books, **BOOK CHAPTERS, EDITED BOOKS**, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses, **INCLUDING ELECTRONIC JOURNALS AND PRESSES**, that accept works only after rigorous review and approval by peer -1ge insthiplin56e

- h. Published abstracts of research papers. **NATIONAL AND STATE EDUCATIONAL POLICY AND PLANNING THAT RESULTS IN PEER REVIEWED OR EDITORIAL BOARD REVIEWED PUBLICATION.**
- 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. **PRODUCTION OF EDUCATIONAL VIDEOTAPES OR MULTIMEDIA DIGITAL WORKS REVIEWED AND UTILIZED BY SCHOOLS, COLLEGES OR COMMUNITIES.**
- j. Prizes and awards for excellence of scholarship.
- l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- m. Development of processes or instruments useful in solving problems, such as **EDUCATIONAL MODELS**, 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.
- n. **DEVELOPMENT OF CURRICULA OR CURRICULA MATERIALS THAT ARE REVIEWED AND UTILIZED BY STATE OR LOCAL AGENCIES, SCHOOL DISTRICTS OR COMMUNITY BOARDS.**
- o. **PUBLICATIONS, PRODUCTS AND POLICY IMPLEMENTED FOLLOWING REVIEW BY NATIONAL, STATE AND LOCAL AGENCIES OR COMMITTEES, SCHOOL DISTRICTS AND COMMUNITY BOARDS.**
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THE SUBMISSION OF RESEARCH PROPOSALS, THE COMPLETION OF CONTRACT RESEARCH REPORTS, AND PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE SCHOLARLY PROGRAM IS OF HIGH QUALITY. MUST SHOW EVIDENCE OF SUSTAINED SCHOLARLY PRODUCTIVITY. THE FACULTY MEMBER SHOWS INDEPENDENCE AND LEADERSHIP BY THE CREATION OF SCHOLARLY IDEAS THAT INVOLVE COLLABORATIONS WITH PEERS IN THEIR FIELD OF SPECIALIZATION, STUDENTS, SCHOOL PERSONNEL OR PERSONNEL IN STATE OR NATIONAL ORGANIZATIONS.

RESEARCH AND SCHOLARLY ACTIVITY IN EDUCATION IS NOTABLY COLLABORATIVE IN NATURE. THUS IT IS CONSIDERED COMMON PRACTICE IN THE FIELD TO PRODUCE PUBLICATIONS OR OTHER PRODUCTS COLLABORATIVELY. TO DEMONSTRATE A CONSISTENT FLOW OF RESEARCH, A FACULTY MEMBER'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED PRIOR TO THEIR AFFILIATION WITH THE UAF SCHOOL OF EDUCATION IS RELEVANT TO PROMOTION AND

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.

SOE FACULTY TYPICALLY DEVOTE A SIGNIFICANT PERCENTAGE OF THEIR ACTIVITIES TO SERVICE. DUE TO UA BOARD OF REGENTS' AND OTHER UA ADMINISTRATIVE MANDATES, ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT LICENSURE REQUIREMENTS, AND THE REQUIREMENTS OF NATIONAL ACCREDITATION (E.G., NCATE), FACULTY HAVE RESPONSIBILITIES TO NUMEROUS COLLABORATIVE RELATIONSHIPS WITH ENTITIES EXTERNAL AND INTERNAL TO THE UNIT. SOME COLLABORATIONS RESULT IN FREQUENT TRAVEL AND SERVICE ON NUMEROUS COMMITTEES. THESE ACTIVITIES ARE OF GREAT IMPORTANCE TO THE UNIT AND SHOULD BE EVALUATED AS SUCH.

SPECIFIC SOE CRITERIA FOR SERVICE PERFORMANCE BEFORE PROMOTION TO:

ASSOCIATE PROFESSOR: CONTRIBUTIONS TO DEPARTMENT/SCHOOL/COLLEGE/UNIVERSITY MATTERS. CONTRIBUTIONS TO THE PUBLIC, INCLUDING INDUSTRY, GOVERNMENT AGENCIES AND SERVICE TO THE PROFESSION.

PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. CONTRIBUTIONS TO DEPARTMENTAL/SCHOOL/COLLEGE/ UNIVERSITY MATTERS ARE EXPECTED AS WELL AS EFFECTIVE APPLICATION OF EXPERTISE TO PROFESSIONAL AND PUBLIC ORGANIZATIONS.