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UAF Regulations for the

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 partdent 5n012 107m 719 (iew) 9.ntwitioumayot

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

4. PROFESSOR. THIS IS THE GREATEST SINGLE HONOR THAT THE UNIVERSITY CAN BESTOW UPON A MEMBER OF ITS FACULTY. THE HONOR MUST THEREFOR BE MADE UPON CAREFUL CONSIDERATION OF THE CANDIDATE'S TOTAL DEMONSTRATED CONTRIBUTION TO THE UNIVERSITY AND THE MATHEMATICAL SCIENCES. THE HONOR IS RESERVED FOR THOSE WHO HAVE DEMONSTRATED OUTSTANDING PERFORMANCE IN THEIR FIELDS, WHICH IS SUSTAINED OVER A SIGNIFICANT INTERVAL OF TIME. SPECIFICALLY, IN THE YEAR THE CANDIDATE APPLIES FOR PROMOTION TO PROFESSOR, A VOTE WILL BE TAKEN BY THE PRC. A SUCCESSFUL CANDIDATE FOR PROFESSOR SHOULD ATTAIN AT LEAST A SATISFACTORY RATING IN TEACHING, RESEARCH AND SERVICE IN THE VOTE OF THE PRC. IF ONE OF TEACHING OR RESEARCH IS RANKED SATISFACTORY, THE OTHER MUST BE OUTSTANDING.

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

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. **THE DISSEMINATION OF IDEAS OUTSIDE THE CLASSROOM INCLUDES, BUT IS NOT RESTRICTED TO, STATISTICAL AND COMPUTING CONSULTING FOR STUDENTS; ASSISTING STUDENTS IN THE DESIGN OF EXPERIMENTS; DIRECTING UNDERGRADUATE AND GRADUATE RESEARCH. FURTHER, IT INCLUDES PUBLICATION OF TEXTBOOKS THAT ARE PRINCIPALLY INTENDED FOR CLASSROOM USE.**

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

- 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. DEMAND HIGH PEDAGOGIC STANDARDS ESSENTIAL TO THE DEPARTMENT'S MISSION.

I. DEVELOP A TEXTBOOK THAT IS USED EXTERNAL TO UAF.

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 the following:

- b. narrative self-evaluation,

- c. peer/department chair classroom observation(s). **THIS IS REQUIRED FOR UNTENURED FACULTY AND RECOMMENDED FOR FACULTY APPLYING FOR PROMOTION. THEY WILL BE REVIEWED BY THE PRC (THAT INCLUDES THE DEPARTMENT HEAD). THIS COMMITTEE WILL SEND REPRESENTATIVES TO REVIEW CLASSROOM PERFORMANCE AS WELL AS SYLLABI AND SAMPLES OF GRADED MATERIAL. REPRESENTATIVES WILL WRITE A REPORT THAT INCLUDES A NARRATIVE PORTION AS WELL AS AN OVERALL RANKING OF TEACHING THAT USES THE SCALE: OUTSTANDING, SUPERIOR, SATISFACTORY, NEEDS IMPROVEMENT AND UNACCEPTABLE. WHEN A FACULTY MEMBER STANDS FOR TENURE, REPORTS FROM AT LEAST TWO YEARS SHOULD BE INCLUDED IN THE FILE, PROVIDED THE FACULTY MEMBER HAS BEEN EMPLOYED AT LE0.2 (D F) c2 (NK) 0 (p-0.1DA(T TWO YE) 0.2 (A) 0.2 (R)**

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 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. **CANDIDATES AT ALL LEVELS MUST DEMONSTRATE ACHIEVEMENT CONDUCTING RESEARCH IN AN INDEPENDENT AND CREATIVE FASHION. WORK WILL BE JUDGED FOR IMPORTANCE, ORIGINALITY AND QUALITY. CONSIDERATION WILL INCLUDE, BUT NOT BE RESTRICTED TO, THE CANDIDATE'S PAPERS PUBLISHED IN REFEREED JOURNALS AND REFEREED CONFERENCE PROCEEDINGS; PAPERS, LECTURES AND PRESENTATIONS DELIVERED; OTHER PAPERS AND TECHNICAL REPORTS; BOOKS, BOOK CHAPTERS, RESEARCH PROPOSALS, SOFTWARE DEVELOPED AND RESEARCH DONE THROUGH CONSULTING. THE WORK MUST BE PRESENTED IN A PUBLIC FORUM WHERE ITS CONTRIBUTION CAN BE JUDGED BY PEERS EXTERNAL TO UAF. AS SUCH, LITTLE CONSIDERATION WILL BE GIVEN TO RESEARCH THAT APPEARS IN NON-REFEREED PREPRINTS. NOR WILL WORK THAT IS DONE BY PRIVATE CONTRACTING BE CONSIDERED IF IT APPEARS ONLY IN INTERNAL COMPANY REPORTS. THE RESEARCH CONTRIBUTIONS FOUND IN A BOOK WILL BE BASED ON THE EXPOSITION OF NEW IDEAS. BOOKS THAT ONLY GATHER MATERIAL FOUND IN OTHER LOCATIONS WILL BE CONSIDERED TO BE EXPOSITORY AND NOT RESEARCH DOCUMENTS.**

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.

l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.

m.

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.

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.

PROFESSIONAL SERVICE INCLUDES, BUT IS NOT LIMITED TO, JOURNAL WORK, SERVICE TO NATIONAL PROFESSIONAL ORGANIZATIONS, WORKING WITH TESTING ORGANIZATIONS TO DEVELOP STANDARDIZED EXAMS, EDITING FOR TEXTBOOK AND SCIENTIFIC PUBLISHERS, ORGANIZING CONFERENCES, DEVELOPING, ORGANIZING OR PRESENTING IN-SERVICE TRAINING PROGRAMS, GIVING COLLOQUIUM LECTURES, REVIEWING PROPOSALS AND BOOKS. IT INCLUDES PRESENTATION OF EXPOSITORY MATERIAL INCLUDING EXPOSITORY TEXTS, WHICH ARE NOT PRIMARILY MEANT FOR CLASSROOM USE. OUTREACH TO EDUCATORS (E.G. OFFERING INSERVICE WORKSHOPS OR INSTITUTES FOR K-12 MATHEMATICS TEACHERS) IS ALSO APPROPRIATE PROFESSIONAL SERVICE FOR DMS FACULTY.

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.

RATIONALIZATION AND COMMENTARY

THE ABOVE PORTION OF THIS DOCUMENT IS MEANT TO OUTLINE THE PROCESS AND INDICES OF EVALUATION. WHAT FOLLOWS BELOW ARE A FEW REMARKS MEANT TO GIVE SOME EXPLANATION TO THIS SCHEMATIC.

FOR PROMOTION TO THE LEVEL OF ASSOCIATE PROFESSOR A RECORD OF QUALITY INSTRUCTION AND RESEARCH IS IMPORTANT. THE DMS RECOGNIZES THAT AT THE LEVEL OF ASSISTANT PROFESSOR, SERVICE IS SECONDARY TO TEACHING AND RESEARCH. THIS DOES NOT IMPLY SERVICE AT THIS LEVEL IS UNIMPORTANT. FACULTY NEW TO THE PROFESSION CAN PROFITABLY SPEND THEIR TIME ESTABLISHING A RESEARCH RECORD AND PERFECTING TEACHING TECHNIQUE.

DMS TAKES EXCEPTION WITH IDEAS FOUND IN CERTAIN QUARTERS ON SPECIFIC AND OBJECTIVE MEASURES OF IMPACT FACTORS. TO QUOTE FROM THE OCTOBER 2006 NOTICES OF THE AMERICAN MATHEMATICAL SOCIETY,

"PEOPLE MISUSE THE IMPACT FACTOR BECAUSE THERE ARE NO

TO FURTHER UNDERSCORE THE ABOVE POINTS, WE QUOTE FROM A

CERTAIN DISCIPLINES FOUND IN MATHEMATICAL SCIENCES HAVE LITTLE OPPORTUNITY IN THE WAY OF EXTERNAL FUNDING. ACCORDINGLY, THE ABILITY TO FIND FUNDING SPEAKS WELL FOR A CANDIDATE AT ANY LEVEL. HOWEVER, ABSENCE OF FUNDING MAY NOT NECESSARILY SPEAK AGAINST THE CANDIDATE. DMS DOES NOT CONSIDER THE FUNDING OF GRANT PROPOSALS TO BE THE GOAL OF ANY RESEARCH PROJECT. RATHER, WE FOCUS ON WHAT IS ACHIEVED WITH OR WITHOUT RESEARCH FUNDING.