

**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 III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as 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, ***INCLUDING CLINICAL SUPERVISION***; 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

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.

FACULTY RESPONSIBLE FOR ADVISING REMOTELY-LOCATED STUDENTS TYPICALLY PROVIDE NUMEROUS SUPPLEMENTAL SERVICES TO STUDENTS. THESE ACTIVITIES MAKE ADVISING OF REMOTELY-LOCATED STUDENTS A TIME INTENSIVE ACTIVITY, WHICH SHOULD BE TAKEN INTO CONSIDERATION IN THE TENURE AND PROMOTION PROCESS.

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

- h. MAY ENGAGE IN DIVERSE INSTRUCTIONAL ACTIVITIES SUCH AS TEACHING AT RURAL OR BRANCH CAMPUSES, TEACHING DISTANCEDELIVERED COURSE***

h. LETTERS OF SUPPORT FROM STUDENTS OR PEERS.

***SPECIFIC SOE CRITERIA FOR INSTRUCTIONAL PERFORMANCE
BEFORE PROMOTION TO:***

objective judgment.

PERFORMANCE IN RESIDENCE AT UAF.

PROFESSOR: THE SCHOLARLY PROGRAM SHOULD HAVE PRODUCED CLEAR EVIDENCE THAT CANDIDATE IS A LEADER IN THEIR FIELD. PUBLICATIONS AND OTHER PRODUCTS SHOULD BE OF SUFFICIENT QUALITY AND QUANTITY TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL SCHOLARLY PROGRAM. A NATIONAL OR INTERNATIONAL REPUTATION (AS DEMONSTRATED BY PROFESSIONAL ACTIVITIES OR PRESENTATIONS AT MEETINGS, THE RECEIPT OF AWARDS, AND DOCUMENTED OPINIONS OF OTHERS IN THE FIELD) IS EXPECTED. THERE SHOULD BE A RECORD OF SUCCESSFUL COMPLETION OF GRADUATE WORK BY HIS OR HER STUDENTS.

D. Criteria for Public and University Service

Public 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

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 articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media, **NON-REVIEWED CURRICULAR MATERIALS, INFORMATIONAL BULLETINS, JOURNALS AND NEWSLETTERS UTILIZED BY STATE OR LOCAL AGENCIES, SCHOOL DISTRICTS OR COMMUNITY BOARDS.**
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
- l. PROVIDING PROFESSIONAL DEVELOPMENT FOR K-12 TEACHERS AND OTHER K-12 SCHOOL PERSONNEL AND COMMUNITY MEMBERS.**

2. University Service

- i. Mentoring.

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.