

**UAF REGULATIONS FOR THE EVALUATION OF FACULTY:  
INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT,  
PROMOTION, TENURE, AND SABBATICAL LEAVE**

**AND  
COOPERATIVE EXTENSION SERVICE UNIT CRITERIA  
STANDARDS AND INDICES**

**The following is an adaptation of UAF and regents criteria for promotion and tenure, specifically developed for use in evaluating faculty in the Cooperative Extension Service. Items in capitalized and boldface are those specifically added or emphasized because of their relevance to CES 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.

**IN ACCORDANCE WITH THE BOARD OF REGENTS POLICY ON PROMOTION AND TENURE, EXTENSION AGENTS ARE EXEMPTED FROM A TRIPARTITE RESPONSIBILITY. SUCH FACULTY HAVE BIPARTITE RESPONSIBILITY. THE BIPARTITE RESPONSIBILITIES ARE TO BE CLEARLY STATED AT THE TIME OF HIRE AND CAN BE ANY COMBINATION OF TWO OF THE THREE TRIPARTITE MISSIONS, I.E., TEACHING, RESEARCH, OR SERVICE IN COMBINATION. EXTENSION SPECIALISTS AND OTHER EXTENSION FACULTY HAVE A TRIPARTITE RESPONSIBILITY.**

**THE COOPERATIVE EXTENSION SERVICE FACULTY HAS DEVELOPED A POLICY ON MENTORING RELATIONSHIPS FOR FACULTY WHICH PROVIDES GUIDELINES FOR THE MENTORING SYSTEM. FACULTY MEMBERS SHALL BE INFORMED OF THE OPPORTUNITY TO MAINTAIN A VOLUNTARY MENTORING RELATIONSHIP DURING THEIR CAREER DEVELOPMENT PRIOR TO THE AWARD OF TENURE.**

**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**

Criteria outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, **AND CES UNIT CRITERIA, STANDARDS AND INDICES**, 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.

### **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 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.

### **1. Effectiveness in Teaching**

**STANDARD ACADEMIC TEACHING IS NOT A COMMON FORM OF INFORMATION DELIVERY IN THE COOPERATIVE EXTENSION SERVICE. INSTRUCTION OFTEN INCLUDES CONTACT WITH CLIENTELE THROUGH DISTANCE DELIVERY METHODS, WORKSHOPS, SEMINARS, TRAINING AND PUBLIC INFORMATION EVENTS.**

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 **AND CLIENTELE**;
- b. express positive regard for students, **BECOME FAMILIAR WITH THEIR PUBLIC**, develop good rapport with students **AND CLIENTELE**, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student **AND CLIENTELE** participation for student learning and teacher effectiveness, are sensitive to student **AND CLIENTELE** 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.

## **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),
- d. peer/department chair evaluation of course materials.

## **EVALUATION OF TEACHING IN AN EXTENSION CONTEXT:**

**TEACHING IS DEFINED AS A FORMAL PRESENTATION OF RESEARCH BASED SUBJECT MATTER. EFFECTIVE TEACHING IS COMPLEX, BUT MUST PROVIDE A LEARNING EXPERIENCE ENABLING THE LEARNER TO GAIN KNOWLEDGE, SKILLS AND/OR CHANGES IN ATTITUDES/BEHAVIOR. IT SHALL BE EVALUATED WHENEVER POSSIBLE.**

**EXTENSION EDUCATION DIFFERS FROM RESIDENT EDUCATION IN THAT IT ADDRESSES CLIENTELE AND PUBLIC NEEDS BY DELIVERING INFORMATION RELEVANT TO THOSE NEEDS.**

**STANDARDS AND INDICES OF TEACHING ACTIVITY IN THE COOPERATIVE EXTENSION SERVICE:**

**TEACHING AND TRANSFER OF KNOWLEDGE ARE CHARACTERIZED BY:**

- A. COURSES, WORKSHOPS, SEMINARS, DEMONSTRATIONS AND CURRICULUM OR PROGRAM DEVELOPMENT.**
- B. EDUCATIONAL VIDEOTAPES AND/OR OTHER MEDIA PRODUCED FOR PUBLIC EDUCATION, THAT REQUIRES RESEARCH AND PREPARATION.**

**INDICES FOR DOCUMENTING EFFECTIVE TEACHING IN AN EXTENSION CONTEXT INCLUDE:**

- A. DOCUMENTATION OF TEACHING TO MEET A FACULTY MEMBER'S AGREED UPON WORKLOAD.**
- B. DOCUMENTATION OF CHANGES IN KNOWLEDGE, SKILLS AND/OR ATTITUDES/BEHAVIOR RESULTING FROM CES INFORMATION TRANSFER.**
- C. DEMONSTRATING THAT CES TEACHING IS A RESPONSE TO CLIENTELE NEEDS.**
- D. SYSTEMATIC CLIENTELE EVALUATION OF BOTH THE PROGRAM AND THE INSTRUCTOR.**
- E. UNSOLICITED TESTIMONIALS.**
- F. DOCUMENTATION OF CONTACT HOURS WITH CLIENTELE RELATIVE TO POTENTIAL AUDIENCES.**

**G. EVIDENCE OF CREATIVITY AND SUCCESS IN DISTANCE DELIVERY EDUCATIONAL PROGRAMMING.**

**EXAMPLES OF EXCELLENCE IN TEACHING PERFORMANCE WHICH QUALIFIES A CES FACULTY MEMBER FOR PROMOTION TO THE RANK OF FULL PROFESSOR MAY INCLUDE:**

- 1. DEVELOPMENT AND/OR ADAPTATION OF NEW METHODS AND APPROACHES IN THE DISCIPLINE, SUCH AS:**
  - A. CREATIVE USE OF MEDIA FOR CLIENTELE EDUCATION WHICH EXTENDS THE BOUNDS OF THE DISCIPLINE AND IMPROVES EDUCATIONAL OUTREACH.**
  - B. CURRICULUM OR PROGRAM DEVELOPMENT, WHICH ENHANCES TEACHING EFFECTIVENESS.**
- 2. RECEIPT OF STATE OR NATIONAL AWARDS IN RECOGNITION OF OUTSTANDING TEACHING.**
- 3. CONTINUED EXCELLENT CLIENTELE/STUDENT REVIEWS AND EVALUATIONS AS A TEACHER.**
- 4. RECOGNITION THROUGH INVITATIONAL TEACHING OPPORTUNITIES.**

**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 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.

**FACULTY ARE EXPECTED TO CONDUCT APPLIED RESEARCH OR ENGAGE IN OTHER SCHOLARLY OR CREATIVE PURSUITS THAT ARE APPROPRIATE TO THE MISSION OF THE COOPERATIVE EXTENSION SERVICE. CONSISTENT WITH THIS MISSION, EXTENSION FACULTY PROVIDE THE PUBLIC WITH RESEARCH**

**BASED INFORMATION IN AN EASILY UNDERSTOOD FORMAT THAT CAN BE APPLIED TO DAILY LIVING AND IMPROVE THE QUALITY OF LIFE. COOPERATIVE EXTENSION SERVICE BULLETINS, FACT SHEETS AND PUBLICATIONS SHALL BE CONSIDERED A MAJOR PART OF THE DISSEMINATION OF INFORMATION BY EXTENSION FACULTY. COOPERATIVE EXTENSION SERVICE FACULTY HAVE VERY LIMITED OPPORTUNITIES TO CONDUCT TRADITIONAL RESEARCH AND VERY LIMITED ACCESS TO LABORATORIES AND GRADUATE STUDENTS. ADDITIONALLY, BIPARTITE FACULTY MAY OR MAY NOT HAVE A RESEARCH OBLIGATION.**

**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. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art works at galleries, selection for these exhibitions being based on rigorous review and approval by **PEERS**, juries, recognized artists, or critics.

- e. Performance in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Editing or refereeing articles or proposals for professional journals or organizations **AND CES PUBLICATIONS.**
- g. Scholarly reviews of publications, art works and performance of the candidate.
- h. Citations of research in scholarly publications.
- i. Published abstracts of research papers.
- j. 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.
- k. 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 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. AWARDS OF SPECIAL FELLOWSHIPS TO DEVELOP IDEAS.**

**O. AUTHORSHIP OF ONE OR MANY CES PUBLICATIONS OR ARTICLES WITHIN CES PUBLICATIONS BASED ON ORIGINAL OR APPLIED RESEARCH WHICH MEETS THE CRITERIA SET FORTH IN CHAPTER III C.1. OF THIS DOCUMENT WILL BE DEEMED EQUAL TO ONE WORK PUBLISHED IN A NATIONAL OR INTERNATIONAL JOURNAL (THE NUMBER TO BE DETERMINED AND DESIGNATED BY THE CES PEER REVIEW COMMITTEE ON AN INDIVIDUAL BASIS ACCORDING TO THE LENGTH AND COMPLEXITY OF EACH PUBLICATION OR ARTICLE).**

**P. NEW AND UNIQUE ADAPTATIONS OF EXISTING RESEARCH-BASED TECHNOLOGY OR KNOWLEDGE IN ORDER TO SOLVE PROBLEMS RELEVANT TO ALASKA.**

**EXCELLENCE IN THE AREA OF RESEARCH OR SCHOLARLY ACTIVITY IN EXTENSION, WHICH QUALIFIES A FACULTY MEMBER FOR PROMOTION TO FULL PROFESSOR MAY INCLUDE:**

- 1. AUTHORSHIP OF A BOOK OR MAJOR REFERENCE IN THE FACULTY MEMBER'S AREA OF SCHOLARLY ACTIVITY.**
- 2. RECEIPT OF A NATIONAL RESEARCH FELLOWSHIP.**
- 3. CONTINUOUS PERFORMANCE IN RESEARCH WITH A CORRESPONDING PUBLICATION RECORD.**
- 4. INTRODUCTION OF A NEW TECHNOLOGY, PRODUCT, OR IDEA WHICH DEMONSTRABLY IMPROVES THE QUALITY OF LIFE FOR ALASKANS, AND IS A CLEAR RESULT OF A FACULTY MEMBER'S EXTENSION ACTIVITY.**

**D. Criteria for Public and University Service**

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is 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 assume 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 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 **IN THE FACULTY MEMBER'S AREA OF EXPERTISE AND THE 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.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

**L. ASSESSING THE RESEARCH NEEDS OF CLIENTELE AND COMMUNICATING THOSE NEEDS TO THE RESEARCH COMMUNITY.**

**M. MANAGING AN EFFECTIVE VOLUNTEER PROGRAM TO HELP EXTEND CES RESOURCES OR DEVELOP LEADERSHIP SKILLS.**

**N. REPRESENTING AND ANSWERING QUESTIONS AT CES EDUCATIONAL DISPLAYS, BOOTHS AND EXHIBITS AT PUBLIC EVENTS.**

**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, or 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, **PROGRAM CHAIR, OFFICE COORDINATOR** or term-limited and part-time assignment as assistant/associate dean in a college/school.
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.
- 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.

### **3. 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, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

## **STANDARDS AND INDICES FOR PUBLIC AND UNIVERSITY SERVICE:**

**IN ADDITION TO UNIVERSITY REGULATIONS ON THE EVALUATION OF PUBLIC SERVICE, THE FOLLOWING ACTIVITIES FURTHER EXEMPLIFY PUBLIC SERVICE STANDARDS IN EXTENSION'S ROLE:**

- A. INITIATION AND FACILITATION OF PUBLIC EDUCATIONAL EVENTS.**
- B. PRODUCING AND PUBLISHING POPULAR PRESS ARTICLES AND NEWSLETTERS.**
- C. MEDIA PRESENTATIONS AND PUBLIC INTERVIEWS, E.G., TV, RADIO, FILM, NEWSPAPERS AND VIDEOTAPES.**

- D. DEMONSTRATED ABILITY TO RESPOND TO NEW KNOWLEDGE AND DEVELOPMENTS IN THE DISCIPLINE BY RAPIDLY RAISING PUBLIC UNDERSTANDING AND AWARENESS THROUGH AVAILABLE EDUCATIONAL MEDIA AND METHODS.**
- E. INDIVIDUAL INSTRUCTION, INCLUDING PERSONAL CONSULTATIONS.**
- F. EXEMPLARY RESPONSE IN EMERGENCY SITUATIONS RENDERED IN AN EXTENSION ROLE, AS AGENT OR STATEWIDE SPECIALIST, TO CLIENTELE WHICH FACED THE EMERGENCY/IES.**

**INDICES FOR PUBLIC SERVICE PERFORMANCE BY COOPERATIVE EXTENSION SERVICE FACULTY:**

- A. CES PUBLICATIONS WITH A DOCUMENTED RECORD OF INTERNAL PEER REVIEW. ADDITIONAL REVIEW OUTSIDE CES IS ENCOURAGED.**
- B. DOCUMENTATION OF SERVICE ACTIVITIES PLANNED ON A CONTINUING PROGRAMMATIC BASIS.**
- C. UNSOLICITED TESTIMONIALS DEMONSTRATING OUTCOMES AND/OR EFFECTIVENESS OF SERVICE ACTIVITIES.**
- D. AWARDS AND RECOGNITIONS FROM THE PUBLIC SECTOR.**
- E. DOCUMENTING PUBLIC NEEDS AND BRINGING TO BEAR THE RESOURCES OF THE UNIVERSITY AND OTHER ENTITIES IN MEETING THOSE NEEDS.**
- F. DEMONSTRATING THE IMPACTS WHICH RESULT FROM PUBLIC SERVICE THROUGH EXTENSION.**

**EXCELLENCE IN SERVICE OR RECOGNITION OF SERVICE WHICH QUALIFIES A CES FACULTY MEMBER FOR PROMOTION TO FULL PROFESSOR MAY INCLUDE:**

- 1. INVITATIONAL SERVICE ON NATIONAL OR INTERNATIONAL BOARDS, REVIEW COMMITTEES, AWARD COMMISSIONS OR SCHOLARSHIP COMMISSIONS.**

- 2. NATIONAL LEADERSHIP IN A PROFESSIONAL ORGANIZATION.**
- 3. RECOGNITION THROUGH INVITATIONAL SPEAKING ENGAGEMENTS ON TOPICS WHICH CONSTITUTE PUBLIC SERVICE.**
- 4. OUTSTANDING UNIVERSITY SERVICE, SUCH AS SERVICE AS A FACULTY SENATE OFFICER, FACULTY SENATE COMMITTEE CHAIR, OR MEMBER OF A MAJOR ADMINISTRATIVE SEARCH COMMITTEE.**
- 5. RECOGNITION THROUGH RECEIPT OF PUBLIC SERVICE AWARDS, OR AWARDS FOR SERVICE TO THE UNIVERSITY.**
- 6. RECEIPT OF A NATIONAL ASSOCIATION, USDA, OR PROFESSIONAL SOCIETY SERVICE AWARD.**
- 7. PARTICIPATION IN A VOLUNTARY MENTORING RELATIONSHIP WITH JUNIOR FACULTY TO FACILITATE THEIR PROGRESS TOWARD PROMOTION AND TENURE.**

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