The UAF Faculty Senate passed the following at Meeting #214, April 4, 2016:

**MOTION:**

The UAF Faculty Senate moves to approve the Unit Criteria for the Institute of Northern Engineering, housed in the College of Engineering and Mines.

**EFFECTIVE:** Upon Chancellor Approval

**RATIONALE:** The Unit Criteria Committee reviewed the unit criteria which were submitted from the Institute of Northern Engineering. With some revisions, the unit criteria were found to be consistent with UAF guidelines.

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[Signature]

President, UAF Faculty Senate

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**APPROVAL:** ________________________ **DATE:** ________________

Chancellor's Office

**DISAPPROVED:** ____________________ **DATE:** ________________

Chancellor's Office

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UAF Regulations for the Appointment and Evaluations of Institute of Northern Engineering (INE) Research Faculty and INE 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 Institute of Northern Engineering department. Items in boldface italics are those specifically added or emphasized because of their relevance to the department's/s' faculty, and because they are additions to UAF regulations.

Research faculty are not eligible for tenure. As modified this document represents research faculty that do not have a joint appointment with an academic department. Faculty with joint appointments with INE and an academic department are to be evaluated according to the academic department's unit criteria.

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.

PREAMBLE

The purpose of unit criteria for INE is to establish metrics for research faculty to assess their professional growth, to guide faculty preparation of materials for peer review panels, and to guide peer review panel members evaluating candidates seeking
world, given the inquiry nature of a research faculty members' impact on the measurement of the importance of a research faculty.

\[\text{MONOGRAPH}\]

\textit{Reports, maps, interpreted materials, physical models, reviews and publications. The importance of publications is less than that of impact. For example, the growth of universities or external entities. The type of contribution to technology development and transfer, and capacity and capability of technology development and innovations. Public universities contribute to the highest degree of potential impact from the work. The means of communication and dissemination results to a broader community. Thus ensuring the means of knowledge and experience.}

Focus and Activities

Need to be specifically general to encompass this breadth of work. Disciplines define contributions to impact and standard contributions. Achievement and standards of faculty professional accomplishments since measures of faculty professional accomplishments have challenging to examine research. Disciplines focus make it challenging to examine impact and contributions to research and academic collaboration. Biotechnological and biostatistical research on the impact of activity and economics and biotechnological sciences as well as engineering, biological and related fields, can include physical, the range of disciplines within the faculty's research and development and technology development, partnerships with industries, academic collaboration and community stakeholders. Provide technological and opportunities for faculty and research to enhance research and development. Tier Outcomes. The need for identifying, measured research activities and undertaking by the research faculty. University with additional to address the diverse areas of the criteria, include the level of research and full professor, faculty rank. Assistant and full professor, the need for identifying guidelines describing work performance expectations at each level of criteria. Recommending faculty, peer review, and research members. To have specific promotion-focused metrics on a research faculty.

Promotion of growth at each faculty rank.
WORK, RESULTS CAN AFFECT MANY AREAS OF SOCIETY. MEASURES OF IMPACT MAY INCLUDE SETTING NEW RESEARCH DIRECTIONS, DEVELOPING NEW TECHNIQUES OR TOOLS TO BE USED BY OTHERS, INCREASING THE CAPACITY OR EFFICIENCY OF PROGRAMS OR ORGANIZATIONS TO PERFORM THEIR MISSION OR CONDUCT BUSINESS, AND INFLUENCING ORGANIZATIONAL POLICY OUTCOMES.

STATURE IS A FUNCTION OF THE RECOGNITION THAT A RESEARCH FACULTY MEMBER RECEIVES FROM THE SCIENTIFIC/ENGINEERING COMMUNITY AND/OR SOCIETY. EXPRESSIONS INDICATIVE OF STATURE MAY INCLUDE REQUESTS FOR EXPERT ADVICE AND CONSULTATION BY OTHER PROFESSIONALS, MANAGERS OR ORGANIZATIONS; REQUESTS TO LEAD RESEARCH TEAMS OR PROJECTS; AND INVITATIONS TO SERVE ON ADVISORY OR REVIEW BOARDS/PANELS. STATURE MAY ALSO BE INDICATED BY REQUESTS TO ORGANIZE OR CHAIR COMMITTEES, WORKSHOP OR SYMPOSIA; INVITATIONS TO ADDRESS SCIENTIFIC OR PROFESSIONAL ORGANIZATIONS; RECOGNITION BY PROFESSIONAL SOCIETIES OR EXTERNAL GROUPS; OR HONORS AND AWARDS.

THE FOLLOWING SECTIONS IN THE INE UNIT CRITERIA DESCRIBE ACTIVITIES RELEVANT TO ACCOMPLISHMENTS AT THE ASSISTANT, ASSOCIATE AND FULL PROFESSOR RANKS. THESE SECTIONS ATTEMPT TO ACCOUNT FOR THE BROAD CATEGORIES OF FOCUSED WORK THAT ENCOMPASS INE RESEARCH FACULTY EFFORTS.

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 part(s) defining the position may not.

CHAPTER III
Periodic Evaluation of Faculty

For promotion to associate professor, an assistant professor has to meet the criteria at the associate level. For promotion to full professor an associate professor has to meet the criteria for full professor. Criteria for associate and full professor include an assumption that criteria at the previous level(s) continue to be met. Listed examples are not meant to imply that all of those provided are equally meritorious.

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 AS DEMONSTRATED BY FACULTY CONTRIBUTIONS, IMPACT AND STATURE AS DEFINED IN THE PREAMBLE from the following areas: 1) effectiveness in teaching WHEN INCLUDED IN THE WORKLOAD ASSIGNMENT 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

THIS SECTION DOES NOT APPLY TO BIPARTITE RESEARCH FACULTY WITH BIPARTITE WORKLOADS. FOR A BIPARTITE RESEARCH FACULTY WITH A BIPARTITE WORKLOAD, ANY TRAINING, EDUCATION AND WORKFORCE DEVELOPMENT ACTIVITIES ARE DESCRIBED UNDER THE CRITERIA FOR RESEARCH, SCHOLARLY AND CREATIVE ACTIVITY. HOWEVER, BIPARTITE FACULTY MAY TEMPORARILY ACCEPT A TRIPARTITE FUNCTION, I.E. THE FACULTY IS FORMALLY TEACHING A CLASS, AND IF SO, A TRIPARTITE FUNCTION SHOULD BE CONSIDERED DURING PROMOTION REVIEW IF THE RESEARCH FACULTY MEMBER HAS AN ASSIGNED TEACHING WORKLOAD. THE TRIPARTITE EVALUATION SHOULD BE PART OF THE REVIEW IN THE SAME PROPORTION AS IT IS TO THE WHOLE WORKLOAD FOR THE ENTIRE REVIEW PERIOD.

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

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;

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.

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 **AND AUDIENCE**. 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. Grants and contracts to fund research, development, creative works and consulting services

   c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

   d. Exhibitions of art **AND ENGINEERING WORK, SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS** at galleries, **CONFERENCES AND MUSEUMS**, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

   e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

   f. Scholarly reviews of publications, art works and performance of the candidate.

   g. Citations of research in scholarly publications.

   h. Published abstracts of research papers.

   i. Reprints or quotations of publications, reproductions of art **AND ENGINEERING WORKS, SCIENTIFIC VISUALIZATIONS AND COMPUTER ANIMATIONS** and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

   j. Prizes and awards for excellence of scholarship.

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

   l. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal
AND INTENT TO ESTABLISH A SUSTAINABLE RESEARCH PROGRAM AT IN

1. RESEARCH ASSISTANT PROFESSOR: EVIDENCE OF EXPERIENCE, ABILITY

SPECIFIC IN-CENTRA FOR RESEARCH PERFORMANCE BEFORE

OPPORTUNITIES FOR GRADUATE AND UNDERGRADUATE STUDENTS.

STUDENT RESEARCH/RESEARCH ENGAGEMENT (INCLUDING FUNDING
DEVELOPMENT, GUEST LECTURES AND OTHER COURSE ACTIVITIES,
POSTERS SESSIONS FROM PCORI RESEARCH, CURRICULUM
STUDENT/INTERN PUBLICATIONS, CONFERENCE PAPERS, AND
STUDENT/INTERN PROJECTS (EG. URSAs, CAPSTONE PROJECTS ETC.),
PARTICIPATION IN FIELD WORK, UNDERGRADUATE COMPLETION OF
FORMAL AND INFORMAL ADVISING, LABORATORY TRAINING,
FACULTY AND GRADUATE STUDENTS, INCLUDING BUT NOT LIMITED TO:
SUCCESSFUL MENTORING/TEACHING OR INVENTORS, UNDERGRADUATE
RESEARCH AND ENTERPRISE CENTERS.

5. STRATEGIC PLANNING AND TECHNICAL AND SCIENTIFIC

DOMAIN OF SIGNIFICANT DATA SETS.

4. ACQUISITION, DOCUMENTATION AND TRANSFER TO THE PUBLIC

PRIOR ENTITY

TECHNICAL REPORTS PROVIDED TO AN EXPERT AUDIENCE OR

STANDARDS, REGULATIONS AND LEGISLATION.

INITIATION TO PARTICIPATE IN THE DEVELOPMENT OF

EVIDENCE OF OBTAINING STATUTORY FROM COLLEAGUES.

INVITATION TO EDIT OR REFER ARTICLES OR PROPOSALS FOR

SECRET TO A COMMERCIAL ENTITY.

INVENTION DISCLOSES WITH SUBSTANTIAL DOCUMENTATION.

Development and where appropriate obtaining patents and/or copyrights for said
material, and where appropriate obtaining patents and/or copyrights for said
FOR OR GRANT SUCCESS:

- PUBLICATIONS, PRESENTATIONS, AND PROPOSALS

SUCCESSFUL MODEL:

- AVAILABLE ARTIFICIAL INTELLIGENCE TO PUBLICLY PUBLISH RESEARCH CONTRIBUTIONS IN PEER-REVIEWED PAPERS

- LEGISLATIVE ACTION:
  - STANDARD COMMITTEES CONSULTING ON IMPACTS OF INTELLECTUAL PROPERTY THROUGH UNIVERSITY OR PRIVATE VENTURES
  - PROFESSIONAL MEETINGS
  - PRESENTATION OF RESEARCH RESULTS AT NATIONAL CONTRIBUTIONS IN THE FIELD

- CREATIVITY DISCUSS THE IMPORTANCE OF THEIR SCIENTIFIC CONTRIBUTIONS. IT IS IMPORTANT FOR THE FACULTY MEMBER TO EVIDENCE DEMONSTRATING SIGNIFICANT JOURNAL/article OR ACQUISITION OF EXTERNAL RESEARCH FUNDING:

- LEADERSHIP IN PREPARATION AND SUBMISSION OF RESEARCH

- RESEARCH PROGRAM MAY INCLUDE:

  - COLLABORATIVE PROJECTS OR PUBLICATIONS. EXAMPLES FOR SUCH A RESEARCH IDEAS THAT TRANSFER INTO FUNDED INDEPENDENT AND/OR SHOW INDEPENDENCE AND LEADERSHIP BY THE CREATION OF APPROPRIATE RESEARCH PROGRAM. THE FACULTY MEMBER SHOULD

- IN RESEARCH ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN
PROFESSIONAL ACTIVITIES WITH EXTERNAL CITATIONS:

- A high number of professional articles, external
  demonstrated by:
- An/Or international reputation which may be
  evidenced by:
  - The faculty member should have attained a national
    policy outcomes.
  - Conduct business and/or influencing organizations
    programs or organizations to perform their mission or
    their roles, increasing the capacity or efficiency of
    developing new techniques or tools to be used by
    project team(s),
  - Impacts may include setting new research directions,
    multi-institution projects
    complex, multi-disciplinary and/or multi-agency or
    multi-award, for example in internal project teams,
    service in a leadership role in project and program
                                    professional awards
                                    invited talks and book chapters
                                    contributions
                                    external reviews stating the papers made major
                                    factor or
                                    the quality of the journals such as their impact
                                    received
                                    the number of citations past publications have
                                    quality publications may include:
                                    interpretative materials, for example, evidence of
                                    and customer reports, models, maps, and novel
                                    literature such as monographs, books, reviews, agency
                                    literature, conference publications and other forms of
                                    quality publications in rigorous peer-reviewed journals
                                    multi-institution projects
    - Complete multi-disciplinary and/or multi-agency or
    project team(s),
    - Service in a leadership role in project and program
    documented through:
    - International stature in the area of research. This could be
      earned by the faculty member and/or
      research projects that have made significant impact to the field
      research program(s). Since advancement to research associate
      professor, a research program should have produced quality
      research propagation independent and/or collaborative research
      multiple-authored publications. This philosophy of exploring
COLLABORATORS;
  o PRESENTATIONS AT NATIONAL AND INTERNATIONAL MEETINGS;
  o INVITATIONS TO ADDRESS SCIENTIFIC OR PROFESSIONAL ORGANIZATIONS;
  o INVITATIONS TO WRITE SYNTHESIS PAPERS;
  o REQUESTS TO ORGANIZE OR CHAIR COMMITTEES, WORKSHOPS, OR SYMPOSIA;
  o RECOGNITION BY PROFESSIONAL SOCIETIES AND EXTERNAL GROUPS;
  o HONORS AND AWARDS; OR
  o DOCUMENTED OPINIONS OF OTHER ENGINEERS AND/OR SCIENTISTS IN THE FIELD.

THE PEER REVIEW PANEL SHOULD ENSURE THAT PUBLICATIONS AND MEETINGS ARE SPONSORED BY REPUTABLE ORGANIZATIONS. PAPERS IN PROCEEDINGS OF CONFERENCES KNOWN FOR RIGOROUS PEER-REVIEW AND DOCUMENTED LOW ACCEPTANCE RATES MAY BE CONSIDERED AS SUPPLEMENTAL PUBLICATIONS, WHERE APPLICABLE. PUBLICATION IN CONFERENCE PROCEEDINGS CONSTITUTE SUPPLEMENTARY EVIDENCE THAT THE RESEARCH PROGRAM IS OF HIGH QUALITY. IT IS ESSENTIAL FOR THE FACULTY MEMBER TO CLARIFY IN THEIR NARRATIVE THEIR, AND THEIR CO-AUTHOR(S)'S ROLE AND CREATIVE CONTRIBUTIONS IN MULTIPLE-AUTHORED PUBLICATIONS. THIS PHILOSOPHY OF EXPLAINING THE FACULTY ROLE AND CONTRIBUTIONS ALSO APPLIES TO COLLABORATIVE PROPOSALS.

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.”

EXPECTATIONS FOR THE SERVICE COMPONENT OF A BIPARTITE POSITION WITHIN INE WILL VARY BY INDIVIDUAL RESEARCH FACULTY AND WILL BE EXPLICITLY OUTLINED IN BIANNUAL WORKLOAD ASSIGNMENTS. IT IS NOT UNUSUAL THAT THE SERVICE COMPONENT IS 10% OR LESS OF THE BIANNUAL WORKLOAD.

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.

l. **HOSTING EVENTS AT RESEARCH FACILITIES, E.G., TOURS, OPEN HOUSES ETC. INTENDED FOR PUBLIC OR PROFESSIONAL OUTREACH (MAY ALSO BE COUNTED AS UNIVERSITY OR PROFESSIONAL SERVICE DEPENDING ON THE AUDIENCE).**

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 or term-limited and part-time assignment as assistant/associate dean in a college/school. *WITHIN THE INE THIS MAY INCLUDE RESEARCH CENTER DIRECTOR.*

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.

i. Mentoring *OF FACULTY.*

j. Prizes and awards for excellence in university service.

**k. SERVICE AS OUTSIDE REVIEWER ON THESIS COMMITTEES.**

**l. PREPARATION OF UNIVERSITY REPORTS AND ONLINE INFORMATION.**

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.

**g. SERVING AS A MENTOR/ADVISOR, COMMITTEE MEMBER OR EXTERNAL EXAMINER FOR STUDENTS AT OTHER INSTITUTIONS.**

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.