The UAF Faculty Senate passed the following at Meeting #215, May 2, 2016:

**MOTION:**

The UAF Faculty Senate moves to approve the Unit Criteria for the Natural Sciences, housed in the College of Natural Science and Mathematics. (See attached Unit Criteria.)

**EFFECTIVE:** Upon Chancellor Approval

**RATIONALE:** The Unit Criteria Committee reviewed the unit criteria which were submitted from the Natural Sciences faculty. With some revisions, the unit criteria were found to be consistent with UAF guidelines.

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[Signature]
President, UAF Faculty Senate

**APPROVAL:** ___________________________ **DATE:** ________________
Chancellor's Office

**DISAPPROVED:** ___________________________ **DATE:** ________________
Chancellor's Office
September 7, 2004 (with modifications by faculty on 10-02-09, and January, 2016)

UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
ANNUAL REVIEW, PRE-AND POST-TENURE,
PROMOTION, TENURE REVIEW

AND

NATURAL SCIENCES
UNIT CRITERIA

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS
(BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE,
PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR
USE IN EVALUATING NATURAL SCIENCE FACULTY IN CNSM. ITEMS IN
BOLDFACE CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR
EMPHASIZED BECAUSE OF THEIR RELEVANCE TO CNSM FACULTY, AND
BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF
REGULATIONS. THE CNSM MATHEMATICAL AND STATISTICS
DISCIPLINES CRITERIA ARE SUBMITTED AS A SEPARATE DOCUMENT.

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 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 and reside within a specific discipline.

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 positions. 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

IT IS EXPECTED THAT THE CRITERIA FOR ASSISTANT PROFESSOR ARE TO BE MET FOR THE FOURTH YEAR COMPREHENSIVE REVIEW. FOR PROMOTION TO AND TENURE AS 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. WORKLOADS VARY BETWEEN FACULTY
MEMBERS IN THEIR RELATIVE EMPHASIS IN THE TRIPARTITE
AREAS. THEREFORE, EXPECTED AMOUNT OF ACTIVITY IN
TEACHING, RESEARCH, AND SERVICE SHOULD BE CONSIDERED
IN THE CONTEXT OF THE FACULTY MEMBER’S WORKLOAD.

A. General Criteria
Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies"
Chapter IV AND NATURAL SCIENCES 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. TRIPARTITE FACULTY APPLYING
FOR TENURE AND/OR PROMOTION ARE STRONGLY
ENCOURAGED TO GIVE A SEMINAR ON THEIR RESEARCH TO
THEIR PEERS BEFORE THE PEER-UNIT COMMITTEE MEETS IN
THAT YEAR TO AID IN THESE CONSIDERATIONS.

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**
   Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. **WHEN EVALUATING THE QUALITY OF THE TEACHING, CONSIDERATION SHOULD BE GIVEN TO THE NATURE OF THE COURSE (E.G., CORE, NUMBER OF STUDENTS, WRITING INTENSIVE, STUDENT DEMOGRAPHICS, ETC.).** Effective teachers **WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:**

   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;

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:
Professor: Significant Contributions to the Undergraduate and/or Graduate Level.

Support or student research at the undergraduate and/or graduate level. The faculty should provide evidence for active participation of students and/or departmental responsibilities. The faculty should provide evidence of contributions to the curriculum, advising, student success, and community service.

Sanctioned Educational Evaluation Scores or other forms of assessment, effective grading and mentoring of individual students, or high quality tutorials and seminars.

Teaching Evaluation (e.g., peer-evaluation). The record must also show evidence of effective classroom instruction and successful mentoring in research at the undergraduate and/or graduate level. Such active and successful mentorship in research at the undergraduate and/or graduate level is expected.

The record must show evidence of effective classroom instruction and successful mentoring in research at the undergraduate and/or graduate level.

Teaching Evaluation (e.g., peer-evaluation). The record must also show evidence of effective classroom instruction and successful mentoring in research at the undergraduate and/or graduate level.

Specific Sciences Criteria for Teaching Performance:

a. peer-department chair evaluation of course materials.

b. narrative self-evaluation.

c. peer-department chair classroom observation(s).
OUTCOME ASSESSMENTS, STUDENT ADVISING, AND MENTORING OF GRADUATE STUDENTS TO THE COMPLETION OF THEIR DEGREE. THE FACULTY MUST SHOW A CONSISTENT RECORD OF HIGH QUALITY TEACHING.

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.

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 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. Scholarly reviews of publications, art works and performance of the candidate, OR INVITATION TO EDIT OR REFEREE ARTICLES OR PROPOSALS FOR PROFESSIONAL JOURNALS OR ORGANIZATIONS, WHICH CAN BE TAKEN AS EVIDENCE OF OBTAINING STATURE FROM COLLEAGUES.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

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.

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 material, and where appropriate obtaining patents and/or copyrights for said development.

**SPECIFIC CRITERIA FOR SCIENCE RESEARCH PERFORMANCE:**

➢ **ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO ESTABLISH A Viable RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION, NORMALLY A SUB-DISCIPLINE OF THE NATURAL SCIENCES (WITH THE OPTION OF RESEARCH IN SCIENCE EDUCATION).** THIS SHOULD INCLUDE SEVERAL OF THE FOLLOWING:
  - Recruiting and Mentoring Graduate and/or Undergraduate Research Students
  - Peer-Reviewed Publications from Research Performed at Least in Part During Their Current Appointment
  - Proposals that were either Funded or Received Favorable Reviews.
Professional Research Program That Has

to demonstrate the existence of an on-going,
sufficient quantity and quality of publications
and leadership in research by having produced a
internationally recognized research program
Professor: must have established an

After graduation:
Successful professional placement of students
Publications, student awards or grants
Graduation, student presentations and publications
which can be demonstrated by student
in the faculty members field of expertise
Successful mentoring of graduate students
Acquisition of external research funding
Research proposals
Leadership in preparation and submission of
Professional presentations at conferences
Committee models
Or contributing to publication of edited
manuals, contribution to cyber structure
Publication of discipline-specific data and
Publications central to the narrative
Discuss the importance of their scientific
contribution for the faculty member
Citation rates, journal impact factors, "G" publication rate,
Scientific contributions as measured by
Journal's demonstrating scientific
Publications in refereed professional
Include several of the following:
For such a successful research program should also include undergraduate students
examples of projects that involve graduate students and may
by generating research ideas that translate into
member should show independence and leadership
appropriate research program, the faculty
Associate Professor: must have established an

Presentations at scientific meetings
Community demonstrations of visibility in the scientific
Establishing a professional reputation
that
Acquiring data that promises to result in
D. Criteria for Public and University Service and Professional Service

Applicants to Collaborative Proposals:

This philosophy of emphasizing the role of publication, creativity, and contributions in multi-author, multi-authored, or collaborative research involves the faculty member to clarify in their narrative their role in multi-authored or first-authored publications. Collaboration as co-authors or first authors is essential for faculty at any rank to advance publications as either first or corresponding author,之旅 consideration of lesser than faculty or single authors. There is no expectation for

As a point of clarification, there should be no expectation for

In the research program, should be demonstrated if they are included

Evidence of mentoring of graduate students

Collaborative efforts

Description of their contributions to

Funding should be described, including a

Papers made major contributions. The

Factors and/or external reviews strongly

The journals as indicated by their impact

The number of citations, the quality of

Publication quality and quantity included

Independent research program that should

Evidence of an on-going professional,

Review panels and working groups,

Initiation to serve on steering committees,

Chapter's professional awards, and

Scientifics in the field, invited talks, book

Publications, documented opinions of other

Publications at meetings, collaborations or

Following professional activities or

That should include several examples of the

Evidence of an international reputation

Research program should demonstrate:

The successful mentoring of graduate students. The

Record of student involvement including

Attractive external funding. There should be a
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 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 a systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, or 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 and/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, INCLUDING CLINICAL CONSULTING IN A FACULTY MEMBER’S AREA OF EXPERTISE.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs CONTRIBUTIONS INCLUDING INTERVIEWS, 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;
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 activities 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.

d. Participation in accrediting 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 **INCLUDING SERVING AS NEW FACULTY MENTORS.**

j. Prizes and awards for excellence in university service.

k. **SERVING ON COMMITTEES THAT REPRESENT THE UNIVERSITY AT OTHER PROFESSIONAL INSTITUTIONS.**

3. PROFESSIONAL SERVICE

a. Editing or refereeing articles or proposals for professional journals or organizations **(IF NOT COUNTED AS RESEARCH; SEE C.2.F.).**

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 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, university, and PROFESSIONAL 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.

MEASURES OF EFFECTIVENESS OF SERVICE PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

- ACCOMPLISHMENTS OF THE EFFORT OF ORGANIZATION TO WHICH SERVICE WAS PROVIDED.
- OFFICIAL RECOGNITION OF QUALITY OF SERVICE (E.G., AWARDS, LETTERS OF RECOMMENDATION).
- OPINIONS OF CLIENTS SERVED AND/OR COLLEAGUES INVOLVED IN DELIVERY OF SERVICE.

SPECIFIC CRITERIA FOR SERVICE PERFORMANCE:

➢ ASSISTANT PROFESSOR: NONE IN ADDITION TO UAF CRITERIA.

➢ ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTION TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICE TO THE PROFESSION ARE EXPECTED.

➢ PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS MANDATORY. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS ARE EXPECTED, INCLUDING SERVICE TO THE GENERAL PUBLIC AND/OR ALASKAN TEACHERS.

E. CRITERIA FOR CURATION AS A SERVICE COMPONENT WHEN RELEVANT.
Specific Criteria for Curatorial Performance:

1. Ensuring University, Compliance With State and Federal Laws and International Treaties and
   Regulations, Reports, and/or Manuals
   a. Producing Curatorial or Collections-Related Documentation
   b. Pursuing Funding for Collections Growth and Maintenance
   c. Working with Public Program Staff to Create Exhibits and Educational Activities Appropriate for the Collection
   d. Supervising Collections Managers, Student Employees, and Volunteers

2. The Collection
   a. Maintaining Appropriate Permissions for Items Stored in the Collection
   b. Interacting with the Public on Collections-Related Issues

3. Collection
   a. Administering Specimens or Objects to Existing Collections
   b. Specimen Conservation and Identification, and Database Development, Archival Upgrades
   c. Facilitating Collections Use Through Loans
   d. Interacting with State and Federal Agencies and Other Organizations Relevant to the Field

4. Performance Includes but Are Not Limited To:
   a. Research, Teaching, and Service
   b. The Case for All Tenure-Track Faculty at CSNA, Curators
   c. Joint Appointments Between a Department and UA or AU, as Synergistic Departmental, or AU, as Full-Service Curators
   d. Curators at the University of Alaska Museum (UAM) Can Hold
C. CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OR
OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.
4. CURATORS WILL DEVELOP, MAINTAIN, AND REVISE
RESPECTIVE DISCIPLINE AND CAN.
REQUIREMENTS THAT FOLLOW DATA STANDARDS OF THE
ELECTRONIC DATABASES WITHIN THE
ORGANIZATION. THEY WILL DEVELOP
OBJECTS IN THEIR COLLECTIONS. THEY WILL MAINTAIN
FILING, DECISION-FEEDBACK, AND CALLED-OUT-CORE
ACCESSION'S.
3. CURATORS WILL MAINTAIN CURRENT ACCESSION
RESPECTIVE DISCIPLINE.
EXCEED DOCUMENTATION STANDARDS FOR THEIR
AND MS, MAINTAINED IN A SECURE MANNER AND MEET OR
FIELD NOTES ON COLLECTION MATERIALS
AND RECORDS AND
2. CURATORS WILL MAINTAIN CURRENT ACCESSION
TECHNIQUES. PROFESSIONAL ACQUISITIONS
PURITY THROUGH THE USE OF METHODS AND
ARCHAEOLOGICAL OBJECTS, OBJECTS, AND MATERIALS UNDER THEIR
1. CURATORS WILL PRESERVE THE SPECIMENS.
MANAGEMENT, AND ANNUAL REPORTS.
CORRESPONDING DOCUMENTATION, BUDGETARY
PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS.
B. COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE
CULTURAL DIVERSITY.
RESEARCH RESOURCES FOR STUDIES OF BIOLOGICAL AND/OR
ALASKA, THE CIRCUMPOLAR NORTH, AND BEYOND AND AS A
RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF
A. CURATORS WILL DEVELOP THE COLLECTION AS A PERMANENT
TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:
DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELATED
EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO
ASSISTANT PROFESSOR AND CURATOR.
CURATORIAL ACTIVITIES AND MEASURES FOR EVALUATION

Tenure, the museum should include examples of:

- Standards and Indicators for Evaluation, Promotion, and Reviewer's Criteria.
- Curatorium's responsibilities. Two types of the external committee. In case there is just one or no tenured museum will provide an evaluation to the unit peer.

A committee composed of the tenured curators at the museum.

3. EVALUATION OF CURATOR

ACTIVITIES AND COLLECTION-BASED RESEARCH.

Success in acquiring external funds for curatorial research and community and national programs and value to the national and international research programs. The curator should be a recognized authority in his/her field.

Curatorium's case is expected. This development includes significant development of the collections under the

PROFESSOR AND CURATOR

BASED RESEARCH MUST BE EVIDENT.

Funds to support curatorial activities and collections.

Researcher must be evident. Active solicitation for external support, use of the collection for teaching and/or

in the public, and state agencies and/or development of educational materials from other professionals.

Consistent contributions to interpretative (education and

ASSOCIATE PROFESSOR AND CURATOR

COLLECTION-BASED RESEARCH.

External support for their curatorial activities and

D. curators will actively submit grant applications for

PUBLICATION OF A SCHOLARLY BOOK.

CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF
APPROPRIATE FOR THAT UNIT. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.