

**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 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

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 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.

In addition to the university community, School of Education faculty serve Alaska’s school districts. Much of our teaching, research, and service are

conducted in and for schools. We therefore serve three constituencies – undergraduate and graduate students; our professional research community; and K-12 schools, including districts, teachers, K-12 students, and their families and communities.

School of Education programs and courses are responsive to state licensure requirements, national accreditation requirements, and state Board of Education and UA Board of Regents' mandates for the preparation of K-12 teachers, counselors, and administrators. These requirements change periodically, which requires regular revision to our curricula. Thus curricular revision is a regular aspect of the instructional role of faculty.

For some faculty, advising and recruiting students is a regular instructional activity. Faculty responsible for advising remotely-located students typically provide numerous supplemental services to students, which may include providing information on financial aid, placement tests, registration, tutoring, and University admissions. 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

- 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. may engage in diverse instructional activities such as teaching at rural or branch campuses, teaching distance delivered courses, teaching in summer school, and development of curriculum materials, professional development workshops and courses for teaching and educators, including those uniquely suited to Alaskan schools.*
- i. may provide supervision of students during formal clinical practice, student teaching, or internships.*
- j. may involve students, undergraduates as well as graduates, in research activities.*
- k. advise, mentor, and recruit students.*

2. Components of Evaluation

Effectiveness in teaching *and other instructional activities* 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 **or alternative setting** observation(s),*
- d. peer/department chair evaluation of course materials.*

Additional sources of evidence of effectiveness in teaching may consist of but are not limited to:

- e. a class pretest at the beginning of the semester followed by a post test of similar format at the end of the semester or year to assess student progress.*
- f. examples of student progress or skills, represented by improvements in early and late semester skills or products, or other mechanisms that can document improvement.*
- g. instructor- or student-designed student opinion of instruction summary.*
- h. letters of support from students or peers.*

Specific SOE criteria for instructional performance before appointment or promotion to:

Assistant Professor: Evidence of teaching ability and a commitment to quality teaching and evidence of continued improvement.

Associate Professor: The record must show that the material taught is relevant and that the presentations stimulate the learning process. Evidence of the expected quality of instructional performance may include (but not limited to) course and/or curriculum development, novel approaches to instruction, effective advising and mentoring of students, effective classroom teaching performance, and/or evidence of supervision of graduate student research (as a major supervisor or co-supervisor) leading to successful completion of the degree program.

Professor: Significant contributions to the instructional program are expected. These may include, but are not limited to: contributions to major improvements in course and/or curriculum offerings, ability to motivate and/or inspire students, receipt of award for excellence in teaching, leadership in directing graduate students' research, significant experience as graduate committee chair leading to successful completion of graduate degree program(s), and/or effective recruitment or retention of students, as evidenced by letters of support from advisees or other advisors.

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.

In addition to the university community, School of Education faculty serve Alaska's school districts. Much of our teaching, research, and service are conducted in and for schools. We therefore serve three constituencies – undergraduate and graduate students; our professional research community; and K-12 schools, including districts, teachers, K-12 students, and their families and communities.

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 *are* not limited to ***the following items that the unit considers to be most valuable for consideration for promotion and tenure:***

- a. Books, ***book chapters, edited books,*** reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses, ***including electronic journals and presses,*** 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 ***or invited papers*** before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performances in recitals or productions ***related to the field of education,*** 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. ***Invited editorials published in scholarly works.***
- g. Citations of research in scholarly publications. ***Textbooks, curricula, or curricula materials for K-12 schools or colleges that result in publications that are peer reviewed or editorial board reviewed.***
- h. Published abstracts of research papers. ***National and State educational policy and planning that results in peer reviewed or editorial board reviewed publication.***
- 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. ***Production of educational videotapes or multimedia digital works reviewed and utilized by schools, colleges or communities.***

- j. 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 ***educational models***, 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. ***Development of curricula or curricula materials which are reviewed and utilized by state or local agencies, school districts or community boards.***
- o. ***Publications, products and policy implemented following review by national, state and local agencies or committees, school districts and community boards.***
- p. ***Professional reports reviewed by peers in state and national education organizations, required for accreditation purposes.***

Specific SOE criteria for scholarship performance before appointment or promotion to:

Assistant Professor: Evidence of the ability to establish a viable research, scholarly, or creative program in the area of specialization.

Associate Professor: Must have established an appropriate research, scholarly, or creative program as evidenced by any of the following: refereed professional journals, books, book chapters, and/or edited books, peer reviewed or reviewed by an editorial board, professional reports or scholarly products, curricular materials, or other appropriate creative products in the field of specialization.

The submission of research proposals, the completion of contract research reports, and publication in conference proceedings constitute supplementary evidence that the scholarly program is of high quality. Must show evidence of sustained scholarly productivity. The faculty member shows independence and leadership by the creation of scholarly ideas that involve collaborations with peers in their field of specialization, students, school personnel or personnel in state or national organizations.

Research and scholarly activity in education is notably collaborative in nature. Thus it is considered common practice in the field to produce publications or other products collaboratively. To demonstrate a consistent flow of research, a faculty member who has completed work before appointment can count up to three publications or other products toward promotion.

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 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 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

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.
- 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.
- j. Prizes and awards for excellence in university service.

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.

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.

SOE faculty typically devote a significant percentage of their activities to service. Due to UA Board of Regents' and other UA administrative mandates, Alaska Department of Education and Early Development licensure requirements, and the requirements of national accreditation (e.g., NCATE), faculty have responsibilities to numerous collaborative relationships with entities external and internal to the unit. Some collaborations result in frequent travel and service on numerous committees. These activities are of great importance to the unit and should be evaluated as such.

Specific SOE criteria for service performance before promotion or appointment to:

Assistant Professor: Evidence of university/public service.

Associate Professor: Contributions to department/school/ college/university matters. Contributions to the public, industry, government agencies and 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.

The following are examples of excellence in service:

- a. invitational service on state, national or international boards, review committees, award commissions or scholarship commissions.***
- b. national or state leadership in a professional organization.***
- c. recognition through invitational speaking engagements.***
- d. outstanding university service, such as serving as a Faculty Senate officer, Faculty Senate committee chair or member of a major administrative search committee.***
- e. recognition through receipt of public service awards or awards for service to the university.***
- f. receipt of a national association or professional society service award.***