

METHODS, RESULTS, COMMUNICATION/DISSEMINATION, AND REFLECTIVE CRITIQUE. THE STANDARDS HAVE THE FOLLOWING CHARACTERISTICS:

- SET CLEAR, REALISTIC GOALS AND MEASURABLE OBJECTIVES. DEVELOP A SPECIFIC PLAN FOR MEASURING PROGRESS.
- REVIEW LITERATURE. IDENTIFY WHAT OTHERS HAVE TRIED; WHAT WORKS OR DOES NOT WORK; DETERMINE APPROPRIATE AND ADEQUATE RESOURCES.
- CHOOSE APPROPRIATE METHODS AND ANALYSIS. REVIEW RESEARCH AND EDUCATIONAL METHODS USED BY OTHERS IN ADDRESSING THE ISSUE OR PROBLEM OF INTEREST.
- DOCUMENT RESULTS. SCHOLARSHIP SHOULD BE JUDGED BY ITS RESULTS. THE PROJECT SHOULD MEET ITS GOALS AND CONTRIBUTE TO THE FIELD OR OPEN UP AREAS FOR FURTHER EXPANSION.
- COMMUNICATE RESULTS OF THE PROJECT WITH PEERS AND OTHER PRACTITIONERS. GET FEEDBACK. COMMUNICATE RESULTS TO PRACTITIONERS AND PUBLIC WHO MAY OR MAY NOT APPLY FINDINGS.
- ENGAGE IN REFLECTIVE CRITIQUE AND EVALUATION. IDENTIFY WHAT WORKED OR DID NOT WORK; WHAT QUESTIONS REMAIN. IDENTIFY HOW THE COMMUNITY PERSPECTIVE IS INFORMED AND COMMUNICATED.

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, e

The provost is responsible for coordina

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.

FACULTY WITH SPLIT APPOINTMENTS IN TWO ACADEMIC UNITS SHALL HAVE THEIR LETTER OF APPOINTMENT STATE THAT THEY WILL BE EVALUATED FOR PROMOTION AND TENURE ONLY UNDER THE UNIT CRITERIA IN THE ACADEMIC UNIT IN WHICH THEY HAVE THE HIGHEST PERCENTAGE OF APPOINTMENT WITH MINORITY INPUT FROM THE MINORITY ACADEMIC UNIT.

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 t

- a. systematic student ratings i.e. student opinion of instruction summary forms, and at least two of the following:
- b. narrative self-evaluation, EMPHASIZING A REFLECTIVE CRITIQUE TO IDENTIFY WHAT WORKED OR DID NOT WORK.
- c. peer/department chair classroom observation(s),
- d. peer/department chair evaluation of course materials.
- e. DOCUMENTATION OF THE IMPACTS RESULTING FROM TEACHING ACTIVITY SUCH AS KNOWLEDGE AND SKILLS GAINED OR CHANGES IN BEHAVIOR OR ATTITUDES OF STUDENTS.

3. INDICES FOR DOCUMENTING EFFECTIVE TEACHING IN AN EXTENSION CONTEXT

A. DOCUMENTATION OF TEACHING TO MEET A FACULTY MEMBER'S AGREED UPON WORKLOAD.

B. EVALUATION DOCUMENTING CHANGES IN KNOWLEDGE, SKILLS AND/OR ATTITUDES/BEHAVIOR.

C. DEMONSTRATING THAT CES TEACHING IS A RESPONSE TO CLIENTELE NEEDS. APPROPRIATE FORUMS ARE USED FOR COMMUNICATING RESULTS AND IMPACTS OF THE WORK TO INTENDED AUDIENCES INCLUDING PEERS AND THE PUBLIC.

D. COMPETITIVE GRANTS AND CONTRACTS TO FINANCE THE DEVELOPMENT OF TEACHING IDEAS.

E. SYSTEMATIC CLIENTELE EVALUATION OF INSTRUCTOR COMPETENCE AND EFFECTIVENESS.

F. ENGAGE IN REFLECTIVE CRITIQUE OF THE PROGRAM TO EVALUATE TEACHING AND IMPROVE THE QUALITY OF FUTURE TEACHING AND FUTURE DIRECTIONS BASED ON ISSUES AND PROBLEMS OF THE COMMUNITY.

G. TESTIMONIALS AND EXTERNAL LETTERS FROM ACADEMIC PEERS AND CLIENTELE WHO HAVE BENEFITED FROM THE FACULTY MEMBER'S EFFORTS DOCUMENTING THE EFFECTIVENESS OF ENGAGED TEACHING ACTIVITIES.

H. DOCUMENTATION OF CONTACT HOURS WITH CLIENTELE RELATIVE TO POTENTIAL AUDIENCES.

I. EVIDENCE OF CREATIVITY AND SUCCESS IN DISTANCE DELIVERY AND CURRICULUM DEVELOPMENT.

J. EDUCATIONAL VIDEO OR OTHER MEDIA PRODUCED FOR PUBLIC EDUCATION THAT REQUIRES RESEARCH AND PREPARATION.

K. DEVELOPMENT AND APPLICATION OF INNOVATIVE ORIGINAL TEACHING METHODS.

SPECIFIC COOPERATIVE EXTENSION SERVICE CRITERIA FOR TEACHING APPOINTMENT OR PROMOTION

ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY IN FORMAL AND INFORMAL SETTINGS.

ASSOCIATE PROFESSOR: EVIDENCE OF QUALITY INSTRUCTION MAY INCLUDE SOME OR ALL, BUT IS NOT LIMITED TO, COMPONENTS OF EVALUATION III.B.2.COMPONENTS OF EVALUATION AND III.B.3 INDICES.

FULL PROFESSOR: IN ADDITION TO THE COMPONENTS AND INDICES OF EFFECTIVE TEACHING, ADDITIONAL CRITERIA 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 AND WORKSHOP OPPORTUNITIES WHICH MAY INCLUDE GUEST LECTURES IN COURSES.

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.

FACULTY WITH TRIPARTITE RESPONSIBILITIES ARE EXPECTED TO CONDUCT APPLIED RESEARCH OR ENGAGE IN OTHER SCHOLARLY PURSUITS THAT CHALLENGE AND HELP SOLVE ISSUES FACING THE PEOPLE OF ALASKA. MOST GRANTS PURSUED BY BIPARTITE FACULTY RELATE TO SERVICE OR TEACHING ACTIVITIES AND ARE NOT RESEARCH ORIENTED.

COOPERATIVE EXTENSION SERVICE FACULTY HAVE 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 WITH RESULTS AND IMPACTS DISSEMINATED TO APPROPRIATE ACADEMIC AND COMMUNITY AUDIENCES.
- b. They must be evaluated, REVIEWED AND VALIDATED by appropriate peers IN THE DISCIPLINE WITH INPUT BY MEMBERS OF THE COMMUNITY.
- 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 AND BE RELEVANT TO CURRENT ISSUES, MAKE SIGNIFICANT ADVANCES IN KNOWLEDGE AND UNDERSTANDING OF THE DISCIPLINE AND OF PUBLIC SOCIAL ISSUES.

e. THEY MUST BREAK NEW GROUND IN THE DISCIPLINE AND HAVE DIRECT APPLICATION TO BROADER PUBLIC ISSUES.

f. THEY MUST ANSWERS SIGNIFICANT QUESTIONS IN THE DISCIPLINE WHICH HAVE RELEVANCE TO PUBLIC OR COMMUNITY ISSUES AND DESIRES.

g. THEY MUST BE BASED ON SOLID THEORETICAL AND PRACTICAL FOUNDATIONS.

h. THEY MUST APPLY APPROPRIATE INVESTIGATIVE METHODS.

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

SPECIFIC CRITERIA FOR COOPERATIVE EXTENSION SERVICE RESEARCH & SCHOLARLY ACTIVITY, APPOINTMENT OR PROMOTION

ASSISTANT PROFESSOR: EVIDENCE OF ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION MUST BE PROVIDED AND EMBRACE SCHOLARSHIP OF ENGAGEMENT AS APPROPRIATE.

ASSOCIATE PROFESSOR: THE FACULTY MEMBER MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM RELEVANT TO NEEDS OF ALASKANS THAT INCLUDES PUBLICATIONS AND SOME OR ALL OTHER EFFORTS AS LISTED IN III.C.2.

FULL PROFESSOR: IN ADDITION TO III.C.2. ADDITIONAL CRITERIA MAY INCLUDE SOME OR ALL OF THE FOLLOWING:

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.

SERVICE INITIATIVES MAY BE GENERATED IN RESPONSE TO REQUESTS FROM EXTERNAL CONSTITUENTS, BUT DOES NOT IMPLY A MUTUALLY BENEFICIAL EXCHANGE. ENGAGEMENT IS DIRECT, TWO-WAY INTERACTION WITH EXTERNAL CONSTITUENCIES THROUGH THE

DEVELOPMENT, EXCHANGE, AND APPLICATION OF KNOWLEDGE, INFORMATION, AND EXPERTISE FOR MUTUAL BENEFIT. ENGAGEMENT INCORPORATES COMMUNITIES' ISSUES AND CAN BE WITHIN OR INTEGRATIVE ACROSS TEACHING, RESEARCH AND SERVICE.

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 CONSISTENT WITH THE OBLIGATION FOR ENGAGED 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 AT PUBLIC FORUMS, GROUP MEETINGS AND PUBLIC EVENTS.
- j. Radio and TV programs, MAGAZINE AND newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media SUCH AS CDS AND DVDS.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
- l. ENGAGE THE PUBLIC IN ASSESSING RESEARCH NEEDS - AND COMMUNICATE THOSE NEEDS TO THE APPROPRIATE RESEARCH UNITS.
- m. MANAGING AN EFFECTIVE PARAPROFESSIONAL AND/OR VOLUNTEER PROGRAM TO HELP EXTEND CES RESOURCES OR DEVELOP LEADERSHIP SKILLS.

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

z. ENGAGING THE UNIVERISTY AND ALASKANS IN PARTNERSHIP TO RESPOND TO THE ISSUES AND CHALLENGES OF INDIVIDUALS, FAMILIES AND COMMUNITIES.

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.

- a. IDENTIFIES BASIC PURPOSE OF WORK DEFINING OBJECTIVES THAT ARE REALISTIC AND ACHIEVABLE.
- b. HAS AN UNDERSTANDING OF EXISTING “BEST PRACTICES” IDENTIFYING NEEDED RESOURCES AND SKILLS.
- c. USES EFFECTIVE APPLICATION OF METHODS THAT ARE APPROPRIATE TO THE GOALS OF THE PROGRAM/EVENT.
- d. IMPACTS & OUTCOMES OF ENGAGED SERVICE ACTIVITIES ARE EVALUATED TO SEE IF THE RESULTS MEET ESTABLISHED GOALS AND OBJECTIVES.
- e. RESULTS ARE COMMUNICATED TO PEERS AND COMMUNITY AUDIENCES.
- f. MAKES SIGNIFICANT ADVANCES IN KNOWLEDGE AND UNDERSTANDING OF THE DISCIPLINE AND PUBLIC SOCIAL ISSUES.

SPECIFIC CRITERIA FOR COOPERATIVE EXTENSION SERVICE PUBLIC AND UNIVERSITY SERVICE ACTIVITY, INITIAL APPOINTMENT, AND PROMOTION & TENURE.

ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO WORK WITH INDIVIDUALS, COMMUNITIES, PUBLIC AGENCIES AND VOLUNTEERS.

ASSOCIATE PROFESSOR: EVIDENCE OF DEPARTMENT, PUBLIC AND UNIVERSITY SERVICE MAY INCLUDE SOME OR ALL, BUT IS NOT LIMITED TO III.D.1 AND III.D.2 AND THE FOLLOWING:

1. AUTHORSHIP OF CES PUBLICATIONS WITH A DOCUMENTED RECORD OF INTERNAL PEER REVIEW. ADDITIONAL REVIEW OUTSIDE CES IS ENCOURAGED.
2. DOCUMENTATION OF SERVICE ACTIVITIES PLANNED IN AN ENGAGED, TWO-WAY, CONTINUING PROGRAMMATIC BASIS.
3. TESTIMONIALS & LETTERS DEMONSTRATING OUTCOMES AND/OR EFFECTIVENESS OF SERVICE ACTIVITIES.
4. DOCUMENTING PUBLIC NEEDS AND ENGAGING THE RESOURCES OF THE UNIVERSITY AND OTHER ENTITIES IN MEETING THOSE NEEDS.

5. DOCUMENTING IMPACTS WHICH RESULT FROM ENGAGED PUBLIC SERVICE ACTIVITIES.

FULL PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS MAY INCLUDE:

1. INVITATIONAL SERVICE ON NATIONAL OR INTERNATIONAL BOARDS, PUBLICATION & GRANT REVIEW COMMITTEES, AWARD COMMISSIONS OR SCHOLARSHIP COMMISSIONS.

2. NATIONAL LEADERSHIP IN A PROFESSIONAL ORGANIZATION.

3. RECOGNITION THROUGH INVITATIONAL SPEAKING ENGAGEMENTS WHICH CONSTITUTE PUBLIC SERVICE SUCH AS KEY-NOTE ADDRESSES AT CONFERENCES, MEETINGS AND EVENTS NOT SPONSORED BY CES.

4. OUTSTANDING UNIVERSITY SERVICE, SUCH AS SERVICE AS A FACULTY SENATE OFFICER, FACULTY SENATE COMMITTEE CHAIR, CHAIR OF A FACULTY SEARCH COMMITTEE, OR MEMBER OF A MAJOR ADMINISTRATIVE SEARCH COMMITTEE.