

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF

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

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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***

- 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,***

- 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 activ

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,

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.*