

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY

AND INTERNATIONAL ARCTIC RESEARCH CENTERS 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 INTERNATIONAL ARCTIC RESEARCH CENTER (IARC) 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.

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. THE IARC FACULTY SHALL HAVE AN OPPORTUNITY TO REVIEW AND COMMENT ON THESE AMENDMENTS AND CHANGES PRIOR TO IMPLEMENTATION.

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.

IN ACCORDANCE WITH THE BOARD OF REGENTS POLICY ON PROMOTION AND TENURE, IARC FACULTY MAY BE EXEMPTED FROM A TRIPARTITE RESPONSIBILITY. SUCH FACULTY HAVE BIPARTITE RESPONSIBILITY. THE BIPARTITE RESPONSIBILITIES ARE TO BE CLEARLY STATED AT THE TIME OF HIRE AND CAN BE ANY COMBINATION OF TWO OF THE THREE TRIPARTITE MISSIONS, I.E., TEACHING, RESEARCH, OR SERVICE.

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; 2) achievement in scholarly activity; and 3) effectiveness of service. EVALUATIONS SHOULD BE CONSISTENT WITH AN INDIVIDUAL FACULTY MEMBER’S JOB DESCRIPTION AND WORKLOAD AGREEMENT.

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

IARC HAS A LARGE NUMBER OF BIPARTITE FACULTY THAT DO NOT HAVE A TEACHING COMPONENT TO THEIR WORKLOAD. FOR THESE FACULTY, SCHOLARLY ACTIVITY AND SERVICE CRITERIA ARE THE DOMINANT CRITERIA FOR EVALUATION.

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;

AN EFFECTIVE TEACHER MAY ALSO

- 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.

ALTHOUGH THESE ACHIEVEMENTS WOULD NOT BE EXPECTED TO OCCUR ON AN ANNUAL BASIS.

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. 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, PROVIDED CONTRACTUAL TERMS AND ETHICS RULES ARE NOT VIOLATED.
- 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 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, 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 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.
- m. NEW AND UNIQUE ADAPTATIONS OF EXISTING RESEARCH BASED TECHNOLOGY OR KNOWLEDGE IN ORDER TO SOLVE PROBLEMS RELEVANT TO ALASKA
- n. EDUCATION AND OUTREACH MATERIALS FOR DISSEMINATION OF RESEARCH FINDINGS AND/OR RESEARCH PROCESS TO A BROAD COMMUNITY OF STAKEHOLDERS. (K-12 STUDENTS, LIFE-LONG LEARNERS, GENERAL PUBLIC, RESOURCE AGENCIES, POLICY MAKERS ETC.)
- o. SCIENTIFIC REPORTS DOCUMENTING PROJECT FINDINGS PRESENTED TO PROJECT CONTRACTOR/FUNDER.
- p. DOCUMENTATION AND DISSEMINATION OF LOCAL AND TRADITIONAL KNOWLEDGE (LTK) FROM ALASKAN COMMUNITIES (WITH THEIR CONSENT AND APPROVAL) TO THE BROADER COMMUNITY OF STAKEHOLDERS.

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. UNREMUNERATED consulting IN THE FACULTY MEMBERS 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.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

- l. INSTITUTIONAL REPRESENTATION AT IARC EDUCATIONAL DISPLAYS, BOOTHS AND EXHIBITS AT PUBLIC EVENTS.
- m. DISSEMINATION OF RESEARCH BASED INFORMATION IN AN EASILY UNDERSTOOD FORMAT THAT CAN BE USED BY FEDERAL AND STATE AGENCIES, NON-GOVERNMENTAL ORGANIZATIONS AND THE PUBLIC.
- n. ASSISTING REGIONAL AND LOCAL ORGANIZATIONS UNDERSTAND DATA AND SCIENTIFIC FINDINGS NECESSARY TO PLAN AND FASHION POLICY.
- o. PRODUCTION OF IARC FACT SHEETS TO DISSEMINATE INFORMATION TO A BROAD AUDIENCE IN AN EASILY UNDERSTOOD FORMAT.

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. BUSINESS SERVICE

BUSINESS SERVICE CAN INCLUDE SERVING ON ADVISORY, TECHNOLOGY, AND MANAGEMENT BOARDS OF FOR-PROFIT AND NOT-FOR-PROFIT CORPORATIONS. THIS SPECIFICALLY INCLUDES BUSINESS CONSULTING AND ASSISTING UAF WITH THE CREATION OF BUSINESS OPPORTUNITIES.

5. 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 (SEE BELOW FOR IARC). 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.

CHAPTER IV

PROMOTION GUIDELINES FOR IARC RESEARCH FACULTY

IARC RESEARCH FACULTY ARE PRIMARILY BIPARTITE WITH A SIGNIFICANT FOCUS ON SCHOLARLY AND SERVICE EFFORTS WITH A CORRESPONDING REDUCTION IN TEACHING EFFORT. ACCOMPLISHMENT IN RESEARCH, SERVICE AND TEACHING AS OUTLINED ABOVE WILL BE EVALUATED IN ACCORDANCE TO AN INDIVIDUAL FACULTY MEMBERS WORKLOAD AGREEMENT.

EACH PROMOTION APPLICANT'S COMPLETE PUBLICATION RECORD, INCLUDING PAPERS PUBLISHED BEFORE THEY WERE AFFILIATED WITH IARC, SHOULD BE CONSIDERED RELEVANT TO TENURE AND PROMOTION DECISIONS. IN ADDITION, THE NATURE OF A FACULTY MEMBERS WORKLOAD ASSIGNMENTS AND THEIR OPPORTUNITY FOR PUBLICATION THROUGHOUT THEIR CAREER LEADING UP TO THE REVIEW DATE IS CONSIDERED RELEVANT TO PROMOTION AND TENURE DECISIONS.

1. PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

TO BE ELIGIBLE FOR PROMOTION TO A RESEARCH ASSOCIATE PROFESSOR:

- a. A RESEARCH ASSISTANT PROFESSOR WILL HAVE ACHIEVED TECHNICAL MASTERY AND MATURITY IN THEIR RESEARCH FIELD AND ACHIEVED A NATIONAL REPUTATION FOR THEIR ACHIEVEMENTS.
- b. A RESEARCH ASSISTANT PROFESSOR WILL HAVE PURSUED A COURSE OF RESEARCH TO THE POINT OF ESTABLISHMENT OF A SOUND AND WELL-FOUNDED LINE OF SCHOLARLY INVESTIGATION.
- c. A RESEARCH ASSISTANT PROFESSOR WILL HAVE DEMONSTRATED SERVICE LEADERSHIP, COLLABORATION, AND ADMINISTRATION.

EVIDENCE OF ACCOMPLISHMENT FOR PROMOTION TO ASSOCIATE PROFESSOR INCLUDES BUT IS NOT LIMITED TO:

- i. PUBLICATION OF A SERIES OF PAPERS IN REFEREED JOURNALS OR PEER REVIEWED BOOK CHAPTERS. DUE TO THE HIGHLY INTERDISCIPLINARY NATURE OF ARCTIC SYSTEM SCIENCE IT IS EXPECTED THAT MANY OF THESE WILL BE MULTI-AUTHOR ARTICLES BUT A GOOD NUMBER SHOULD BE FIRST-AUTHORED.
- ii. DEMONSTRATED SUCCESS IN SECURING RESEARCH FUNDING AS PRINCIPAL INVESTIGATOR OR CO-PRINCIPAL INVESTIGATOR.
- iii. PARTICIPATION IN NATIONAL OR INTERNATIONAL RESEARCH PROJECTS.
- iv. SERVING ON NATIONAL OR INTERNATIONAL COMMITTEES.
- v. ASSUMING A LEADERSHIP ROLE IN THE ARCTIC RESEARCH AND BROADER SCIENCE COMMUNITY DEMONSTRATED THROUGH, BUT NOT LIMITED TO, ORGANIZING WORKSHOPS AND CONFERENCE SESSIONS, SERVING AS AN OFFICER IN PROFESSIONAL SOCIETIES, LEADING AND/OR ACTING AS GUEST EDITOR FOR A SPECIAL TOPIC JOURNAL ISSUE, AND DEVELOPING STRONG PARTNERSHIPS BETWEEN IARC AND INDUSTRY OR BETWEEN IARC AND RESOURCE AGENCIES OR BETWEEN IARC AND COMMUNITIES.
- vi. SERVICE TO IARC AND THE UNIVERSITY THROUGH PARTICIPATION IN COMMITTEES AND ADMINISTRATIVE TASKS.
- vii. DEMONSTRABLE SERVICE TO THE PUBLIC AND PROFESSIONAL COMMUNITY AT LARGE.

- viii. MENTORING OF GRADUATE STUDENTS AND TEACHING, ALTHOUGH NOT MANDATORY, ARE ENCOURAGED.

2. PROMOTION TO RESEARCH PROFESSOR

TO BE ELIGIBLE FOR PROMOTION TO RESEARCH PROFESSOR:

- a. A RESEARCH ASSOCIATE PROFESSOR WILL HAVE ACHIEVED AN INTERNATIONAL REPUTATION FOR THEIR ACHIEVEMENTS IN SCHOLARLY ACTIVITY AND LEADERSHIP.
- b. A RESEARCH ASSOCIATE PROFESSOR WILL HAVE DEMONSTRATED CONSISTENT SUCCESS IN SECURING EXTERNAL FUNDING TO SUPPORT RESEARCH PROGRAMS AS PRINCIPAL INVESTIGATOR.
- c. A RESEARCH ASSOCIATE PROFESSOR WILL HAVE DEMONSTRATED EXCELLENCE IN SERVICE.
- d. A RESEARCH ASSOCIATE PROFESSOR WILL HAVE A STRONG RECORD IN MENTORING NEW FACULTY, WHICH MAY INCLUDE POST DOCS.

EVIDENCE OF ACCOMPLISHMENT FOR PROMOTION TO RESEARCH PROFESSOR INCLUDES BUT NOT LIMITED TO:

- i. PUBLISHING IN WELL CITED SOURCES, INCLUDING PEER REFEREED JOURNALS, BOOK CHAPTERS AND EDITED VOLUMES. DUE TO THE HIGHLY INTERDISCIPLINARY NATURE OF ARCTIC SYSTEM SCIENCE IT IS EXPECTED THAT MANY OF THESE WILL BE MULTI-AUTHOR ARTICLES BUT A GOOD NUMBER SHOULD BE FIRST-AUTHORED.
- ii. INVITATIONS TO GIVE TALKS AT NATIONAL AND INTERNATIONAL MEETINGS.
- iii. WRITING OF CRITICAL REVIEWS OF WORK IN THE CHOSEN FIELD.
- iv. LEADERSHIP IN BOTH INTERNATIONAL AND NATIONAL RESEARCH PROJECTS.
- v. ASSUMING A LEADERSHIP ROLE IN THE ARCTIC RESEARCH AND BROADER SCIENCE COMMUNITY DEMONSTRATED THROUGH, BUT NOT LIMITED TO, ORGANIZING WORKSHOPS AND CONFERENCE SESSIONS, SERVING AS AN OFFICER IN PROFESSIONAL SOCIETIES, LEADING AND/OR ACTING AS GUEST EDITOR FOR A SPECIAL TOPIC JOURNAL ISSUE, AND DEVELOPING STRONG PARTNERSHIPS BETWEEN IARC AND INDUSTRY OR BETWEEN IARC AND RESOURCE AGENCIES OR BETWEEN IARC AND COMMUNITIES.

- vi. A DEMONSTRATED ABILITY TO OBTAIN FUNDING FOR HIM/HERSELF AND HIS/HER POST-DOCS, GRADUATE STUDENTS, AND TECHNICAL ASSISTANTS.
- vii. EXCELLENCE IN SERVICE TO THE UNIVERSITY AND THE COMMUNITY AT LARGE.
- viii. SUCCESS IN MENTORING GRADUATE STUDENTS AND TEACHING, ALTHOUGH NOT MANDATORY, WILL ALSO BE VIEWED AS POSITIVE INDICATORS OF ACCOMPLISHMENT.