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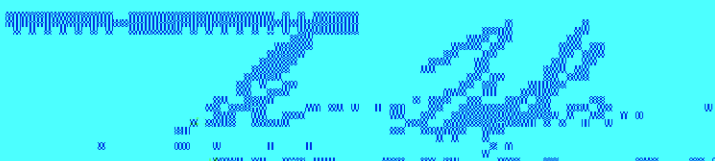
**Information on the**

**Faculty Senate**

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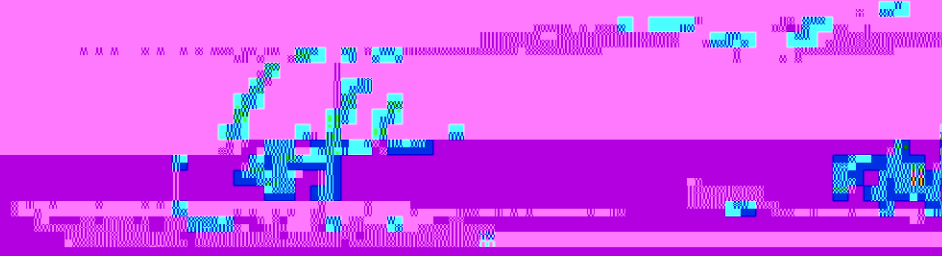
representatives, and the Faculty Senate, the English committee, and the unit criteria was found to be consistent with the

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UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF  
FACULTY  
AND GEOPHYSICAL INSTITUTE-0.005 TO 0.005 UNIT CRITERIA, STANDARDS, AND INDICES-8.7(U)0.7(LA)0.6

The following is an adaptation of the UAF and Board of Regents' criteria for annual review, pretenure review, posttenure review, promotion, and tenure, specifically adapted for use in evaluating the faculty of the Geophysical Institute (GI) Department/s. 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.

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.





evaluation in the same proportion as it is to their whole workload for the entire review period.

## 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. 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 successes;
- 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. Demonstrate effective mentoring of undergraduate and/or graduate

students.

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 form

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, support research and/or contribute to the support and development of research partnerships and research facilities, collaborations and campaigns, 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

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- Presentations such as talks or poster presentations at scientific meetings
- Development of intellectual property into protected formats (patents, including pending patents, copyrights, and trade secrets) and commercialization of such intellectual property through university or private ventures.

¾ Associate professor Must have established an appropriate research program. The faculty member should show independence and leadership by the creation of research ideas that translate into projects that may involve post-doctoral fellows, graduate and undergraduate students. Examples for such a successful research program may include:

- Publications in refereed professional journals, or equivalent, demonstrating significant scientific contributions. It is important for the faculty member to clearly discuss the importance of their scientific contributions in the narrative.
- Publication of discipline-relevant data and metadata, contribution to cyber infrastructure, or contributing to publicly available computer models
- Presentation of research results at professional meetings
- Leadership in preparation and submission of research proposals
- Acquisition of external research funding
- Having demonstrated successful mentoring of graduate and/or undergraduate students in the faculty's field of expertise which can be demonstrated for instance by graduating the student, student presentations and publications, student awards or grant success, professional placement of students after graduation.
- Development of intellectual property into protected formats (patents, including pending patents, copyrights, and trade secrets) and commercialization of such intellectual property through university or private ventures.

¾ Professor: the research program should have produced a sufficient quality and quantity of publications to demonstrate the existence of an on-going, professional, independent research program. There could be a record of student involvement including successful mentoring of graduate and/or undergraduate students. It is expected that the faculty member should have attained an international reputation (as demonstrated by professional

coauthors or first authors. Therefore, in evaluating research performance in publication the number of first or sole authorships should not be given additional weight. Furthermore, it is essential that the faculty member clarifies in their narrative their role and research/creative/scholarly contributions in all collaborative efforts including multi-authored publications.

D. Criteria for Public and University Service and Professional 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

j. Radio and TV program contributions including interviews, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Jud

research and campaigns and maintaining scientific equipment.

m. Curating samples and data and/or ~~ch~~management and development of formally recognized university collections that serve as research resources for students and researchers at university, state, national and international levels.

n. Invoicing, transferring and securing of funds for the university for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.

### 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.

g. Serving as a mentor/advisor, committee member or external examiner for students at other institutions.

### 4. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be

- O Opinions of clients served and/or colleagues involved in delivery of service.

Specific criteria for service performance:

- ¾ Assistant professor None in addition to UAF criteria.
- ¾ Associate professor Positive contribution to research group and/or university matters, effective professional contributions to the public, and/or effective service to the profession are expected
- ¾ Professor: Evidence of leadership in the service area is mandatory. Significant contributions to the development of research group and/or university programs are expected, including service to the general public and/or Alaskan teachers.