

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience, and performance requirements are set forth in "UAF Faculty 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 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 or schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish 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 Inclusion (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 part 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 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;

Effective teachers:

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for their students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject being taught;
- 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, reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at an 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. successfully mentor graduate students;
- i. may write articles on teaching methods, develop case studies, organize teaching workshops, or prepare course materials for broad distribution .

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum materials, 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.

Teaching is an important role of fisheries faculty. Faculty members discharge their responsibility by teaching formal courses, advising undergraduate and graduate students, directing independent studies (497 or 697), supervising experiential learning and

internships, and conducting informal courses or workshops. Teaching and advising graduate students is more demanding than teaching and advising undergraduate students; nevertheless, the extra effort faculty invest in graduate teaching and advising are central to fisheries division's mission. Faculty workload assignments may reflect dissimilar loads related to formal classroom teaching and graduate and undergraduate advising loads; however the guideline expectation is that faculty members will teach at least four academic credits in the classroom each year. Quality of classroom teaching is indicated by peer evaluations of course materials, peer evaluations of instructor performance, and the recurring level of enrollment in classes. Quality of graduate advising is indicated by the success of students in completing degrees under faculty member's supervision, and in their subsequent employment in professional or scientific capacities. Faculty will be recognized for advising non-SFOS graduate students in the same way that they are recognized for advising SFOS graduate students. Additional evidence of teaching success includes prizes and awards for teaching, results of student evaluations, publications based on students' thesis or dissertation research, student presentations at regional, national and international meetings; and awards to students.

Recognizing that workload assignments vary among faculty members the guideline expectation is that a candidate for tenure or promotion to associate professor should be able to identify at least two successful graduate students who have completed degrees under her or his supervision and that a candidate for promotion to professor should be able to identify at least six successful graduates. Candidates for promotion should be able to identify at least two regularly scheduled courses that they have developed or have primary responsibility for delivering and which are critical to the undergraduate or graduate program requirements.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/seagrant university and all faculty with a research component in their assignments 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, scholarship and creative activity may be demonstrated through, but not limited to:

- a. Books, reviews, monographs, bulletins, ~~and~~, 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 ~~clubs~~ societies that ~~accept~~ papers only after rigorous review and approval by peers.
- d. Exhibitions of art works ~~at~~ galleries, selection for thes

productivity, it is the responsibility of each faculty member to explain and/or otherwise provide evidence of the significance of their research and scholarly activities. The varied nature of research and scholarly contributions make it difficult to identify simple criteria for assessing the quality and significance of contributions. In general, the primary evidence of high quality research is publication of research results and interpretations in respected peer-reviewed journals, books or other media and evidence of substantial contribution to research is primary authorship by the applicant or his or her student, or leadership as principal investigator of the research—quality, as judged by SFOS faculty peers, is more important than quantity. Nevertheless, faculty with typical workload assignments are expected to author at least one refereed publication per year. Thus candidates for tenure and promotion to associate professor are expected to have authored at least six refereed publications; candidates for promotion to professor are expected to have authored at least twelve refereed publications. These expectations should be interpreted in the context of actual workload and adjusted accordingly.

Each promotion applicant's complete publication record, including papers published before they were affiliated with the UAF Fisheries Division, is relevant to tenure and promotion decisions. In addition, the nature of their workload assignments and their opportunity for publication throughout their career leading up to their review date is considered relevant to promotion and tenure decisions. Additional criteria of research quality include (1) presence of

- e. Service on collective bargaining 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.
 - g. Editing or refereeing articles or proposals for professional journals or organizations.

4. Other Service: Curation

Curators at the University of Alaska Museum hold a tenure-track faculty position. Rank and tenure are held within departments at UAF, and curators are thus treated as joint appointments between a department and the University of Alaska Museum. As is the case for all tenure-track faculty in Fisheries, curator's performances are evaluated on the basis of their activities in teaching, research, and service.

- a. Curation involves the management and development of a formally recognized university collection that exists to serve as a research resource for students and researchers at university, state, national, and international levels. Examples of curatorial activities include, but are not limited to:
 - (i). Maintaining, enhancing, and enlarging the collection (includes computerization and database development, archiving, grading, specimen conservation and identification, and adding specimens/objects to existing collection);
 - (ii). Interacting with state and federal agencies and with the public on collections-related issues;
 - (iii). Facilitating collections use through loans, exchanges, and visiting researchers;
 - (iv). Maintaining appropriate permits needed for the collections);

Professor and curator

Significant development of the collection under the curator's care is expected. This development includes sustained growth of the collections as research resources and as a means of fulfilling the museum's mission of acquiring, preserving in perpetuity, investigating, and interpreting objects and specimens relating to the natural and or cultural history of Alaska and the circumpolar north. Significance of collections will be measured in terms of research significance, value to University of