

**UAF REGULATIONS FOR THE EVALUATION OF FACULTY:  
INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT,  
PROMOTION, TENURE, AND SABBATICAL LEAVE  
AND  
GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY,  
INSTITUTE OF MARINE SCIENCE,  
GLOBAL UNDERSEA RESEARCH UNIT  
STANDARDS AND INDICES**

**THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR PROMOTION AND TENURE, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING FACULTY WHO TEACH PRIMARILY IN THE GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY (GPMSL), AND ARE APPOINTED WITHIN THE SCHOOL OF FISHERIES AND OCEAN SCIENCES (SFOS) UNITS **TO THE** INSTITUTE OF MARINE SCIENCE (IMS) **UNIT** ~~AND GLOBAL UNDERSEA RESEARCH UNIT (GURU)~~. ITEMS IN BOLDFACE ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO GPMSL FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.**

**CHAPTER I**

**Purview**

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents policies and de

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 c

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*Adopted May 5, 2008 at Faculty Senate Meeting #151*

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 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.

**TEACHING IS AN IMPORTANT MISSION OF ALL SFOS TENURE-TRACK FACULTY; TEACHING IN SFOS IS NORMALLY CONDUCTED THROUGH EITHER THE GRADUATE PROGRAM IN MARINE SCIENCE AND LIMNOLOGY (GPMSL), THE UNDERGRADUATE MINOR IN MARINE SCIENCE, OR THE FISHERIES PROGRAM.**



**ADJUSTED PROPORTIONATELY IN ACCORDANCE WITH ANNUAL WORK LOAD STATEMENTS.**

**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 and clientele 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. 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.

**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.

**PERFORMANCE AS MAJOR ADVISOR IS EVALUATED BASED ON DEGREES COMPLETED UNDER THE FACULTY MEMBER'S SUPERVISION, SINCE EACH REPRESENTS A MAJOR INVESTMENT OF FACULTY TIME.**

**HOWEVER, IT IS RECOGNIZED THAT DEMAND FOR GRADUATE DEGREES IS NOT UNIFORM ACROSS DISCIPLINES, AND LIMITED AVAILABILITY OF STUDENTS MAY LIMIT A FACULTY MEMBER'S**

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.

**THE PRIMARY EVIDENCE OF HIGH RESEARCH QUALITY IS PUBLICATION OF RESEARCH RESULTS AND INTERPRETATIONS IN RESPECTED, NATIONAL OR INTERNATIONAL, PEER-REVIEWED JOURNALS OR PEER-REVIEWED BOOKS OR BOOK CHAPTERS. IN EVALUATING SUCH PUBLICATIONS, QUALITY, AS JUDGED BY GPMSL/SFOS FACULTY PEERS, IS MORE IMPORTANT THAN QUANTITY.**

**SECONDARY EVIDENCE OF RESEARCH SUBSTANCE AND QUALITY CAN INCLUDE PUBLICATIONS THAT ARE NOT PEER-REVIEWED, SUCH AS FINAL CONTRACT REPORTS, DATA REPORTS, AND WEBSITES.**

- b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.

**SECONDARY EVIDENCE OF RESEARCH SUBSTANCE AND QUALITY CAN INCLUDE EXTERNAL FUNDING FROM SOURCES KNOWN FOR**



the discipline.

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competence to these constituencies. It can be instructional, collabo

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- c. Service as department chair, or term-limited and part-time assignment as assistant/associate dean in a college, school, **OR PROGRAM.**
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.

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**FACULTY APPLYING FOR PROMOTION OR TENURE MUST PRESENT EVIDENCE OF QUALITY SERVICE CONTRIBUTIONS. FOR PROMOTION TO ASSOCIATE PROFESSOR AND TENURE, SERVICE IN AT LEAST TWO OF THE THREE CLASSES OF SERVICE (PUBLIC, UNIVERSITY, PROFESSIONAL) IS NORMALLY EXPECTED. FOR PROMOTION TO PROFESSOR, FACULTY SHOULD DEMONSTRATE AN EXPANDED SERVICE CONTRIBUTION, NORMALLY INCLUDING SERVICE AT THE NATIONAL OR INTERNATIONAL LEVEL.**