

**UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF  
FACULTY  
AND INTERNATIONAL ARCTIC RESEARCH CENTERS UNIT CRITERIA,  
STANDARDS, AND INDICES**

## **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 CO

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.

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:





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

- 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



- 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**

## **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  
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