
The UAF Faculty Senate passed the following at its Meeting #144 on May 7, 2007:

MOTION:

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The UAF Faculty Senate moves to approve the revised Unit Criteria for the School of Management (SOM).

EFFECTIVE: Immediately
 Upon Chancellor Approval (approved 5/25/07)

RATIONALE: The committee assessed the unit criteria submitted by the School of Management. With some changes, agreed upon by the school representative the unit criteria were found to be consistent with UAF guidelines

UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
INITIAL APPOINTMENT, PERIODIC REVIEW, RE-APPOINTMENT,
PROMOTION, AND TENURE
AND
SCHOOL OF MANAGEMENT UNIT CRITERIA
STANDARDS AND INDICES

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.

CHAPTER II. INITIAL APPOINTMENT OF FACULTY

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF

The dean or director shall

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. Effective teachers **WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:**

- 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

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ULTICING AD NSERVICE ON REVIEW

I. MENTORING STUDENTS, UNDERGRADUATES AS WELL AS GRADUATES, IN QUALITY RESEARCH ACTIVITIES;

J. ENGAGE IN ADVISING 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 forms.

And at least TWO of:

b. narrative self-evaluation, **WHICH PROVIDES A CLEAR STATEMENT OF TEACHING OBJECTIVES AND A SELF ASSESSMENT OF HOW THOSE OBJECTIVES ARE MET. EXAMPLES MAY INCLUDE STUDENT PROGRESS, REPRESENTED BY IMPROVEMENTS IN EARLY AND LATE SEMESTER PROJECTS, OR OTHER MECHANISMS THAT CAN DOCUMENT IMPROVEMENT, AND AN INVENTORY OF SKILLS LEARNED SELECTED FROM INDIVIDUAL STUDENTS' WORK.**

- c. peer/department chair classroom observation(s).

- d. peer/department chair evaluation of course materials.

e. **A CLASS PRE TEST AT THE BEGINNING OF THE SEMESTER OF NO MORE THAN TEN QUESTIONS FOLLOWED BY A POST TEST OF SIMILAR FORMAT AT THE END OF THE SEMESTER TO ASSESS STUDENT LEARNING.**

f. **DOCUMENTATION OF SCORES FROM ANY NATIONALLY NORMED COURSE-SPECIFIC EXAM.**

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

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.

SPECIFIC SOM CRITERIA FOR RESEARCH PERFORMANCE:

FOR PROMOTION TO ASSOCIATE OR FULL PROFESSOR, IT MAY BE SUFFICIENT FOR A FACULTY MEMBER TO DEMONSTRATE RESEARCH PRODUCTIVITY SINCE THE TIME OF LAST PROMOTION OF AT LEAST SIX JOURNAL ARTICLES THAT ARE EITHER SINGLE OR DOUBLE BLIND REFEREED, OR PUBLISHED IN AN EDITORIALY REVIEWED JOURNAL OF RECOGNIZED QUALITY. ALTERNATELY, A FACULTY MEMBER MAY PUBLISH FIVE SUCH JOURNAL ARTICLES AND TWO PAPERS PUBLISHED IN LESSER FORMAT, SUCH AS PAPERS AND PROCEEDINGS. HOWEVER, A FACULTY MEMBER MAY NOT RECEIVE CREDIT MORE THAN ONCE FOR A PAPER THAT IS ESSENTIALLY THE SAME CONTENT. THOSE THAT PERFORM SIGNIFICANT PROFESSIONAL ACTIVITY AND ATTAINMENT OF PROFESSIONAL CERTIFICATION AS A CONDITION OF ACCREDITATION MAY CONSIDER A DETAILED PROFESSIONAL/INDUSTRY WORK REPORT OR DOCUMENTATION OF SUCCESSFUL COMPLETION OF A PROFESSIONAL EXAMINATION, SUCH AS C.P.A., C.F.A., OR SIMILAR ACCREDITATION.

ALL FACULTY MEMBERS MUST DEMONSTRATE AN INDEPENDENT AND

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 of the institution and the service of the community.

- 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 of faculty.
- j. Prizes and awards for excellence in university service.

K. PARTICIPATION IN STUDENT RECRUITING.

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. 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. 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.

SPECIFIC MANAGING CRITERIA FOR SERVICE

A. ASSOCIATE PROFESSOR; POSITIVE CONTRIBUTIONS TO SCHOOL AND OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICES TO THE PROFESSION ARE EXPECTED.

B. PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS EXPECTED. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF SCHOOL AND/OR UNIVERSITY PROGRAMS SUCH AS COMMITTEE LEADERSHIP OF UAF FACULTY SENATE SERVICE, A UNION COMMITTEE, AND ASSOCIATED COMMITTEES ARE EXPECTED. EFFECTIVE APPLICATION OF SERVICE INCLUDES PROFESSIONAL EXPERTISE PROVIDED TO PROFESSI