

1975-76 Faculty Senate moves to approve the 1976-77 Budget

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Approved by the Faculty Senate on 10/15/75

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**UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF
FACULTY
AND ALASKA NATIVE LANGUAGE CENTER (ANLC) AND ALASKA NATIVE
LANGUAGE PROGRAM (ANLP) UNIT CRITERIA, STANDARDS, AND INDICES**

***THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS’
CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE***

MENT
***/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.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in “UA Faculty Appointment and Evaluation Policies,” Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank

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.

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 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 recruitment and retention activities. ***INSTRUCTORS OF ALASKA NATIVE LANGUAGES OFTEN DEAL WITH STUDENTS IN SMALLER GROUPS. BECAUSE OF THE DEMOGRAPHY OF ALASKA NATIVES AND THE ENDANGERED STATUS OF ALL ALASKA NATIVE LANGUAGES, INDIVIDUAL STUDY CLASSES***

*Alaska Native Language Center and Alaska Native Language Program Unit Criteria
Approved*

d. peer/department chair evaluation of course materials.

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.

THE MISSION OF ANLC PROVIDES FOR THE PRODUCTION AND DISTRIBUTION OF NATIVE LANGUAGE PUBLICATIONS TO THE PEOPLE OF ALASKA AND NATIVE GROUPS IN PARTICULAR. THE ALASKA NATIVE LANGUAGE CENTER'S PUBLICATION PROGRAM IS AN EFFECTIVE MEANS OF ACCOMPLISHING THIS GOAL AND IS VIEWED AS A REPUTABLE PRESS IN THE FIELD OF NATIVE AMERICAN LINGUISTICS. ANLC IS FOREMOST IN PUBLISHING IN ATHABASCAN WORLDWIDE AND FOREMOST IN ESKIMO-ALEUT PUBLISHING IN NORTH AMERICA. MANUSCRIPTS TO BE PUBLISHED ARE REVIEWED BY APPROPRIATE SPECIALISTS OUTSIDE THE INSTITUTION WHEREVER POSSIBLE.

PUBLICATIONS INTENDED FOR THE PUBLIC AND ESPECIALLY THE NATIVE COMMUNITY OFTEN TAKE A DIFFERENT FORM FROM OTHER SCHOLARLY RESEARCH. THESE MATERIALS ARE EVALUATED BY THEIR INTENDED USERS IN LANGUAGE COMMUNITIES AND BY OTHER LINGUISTS AND LANGUAGE SPECIALISTS WHO PRODUCE SIMILAR MATERIALS. ANLC FACULTY ARE EXPECTED TO PRODUCE BOTH SCHOLARLY AND APPLIED PUBLICATIONS.

GIVEN THE ANLC AND ANLP MISSIONS, RESEARCH ON ALASKA NATIVE LANGUAGES AND RELATED LANGUAGES WILL BE WELL(S) SERVED BY THE ANLC.

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

- d. Active participation in professional organizations.

- a. Service on university, college, school, institute, or departmental committees or governing bodies.
 - b. Consultative work in support of university functions, such as expert assistance for specific projects.
 - c. Service as department chair or ~~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 ~~librarian~~ 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.

