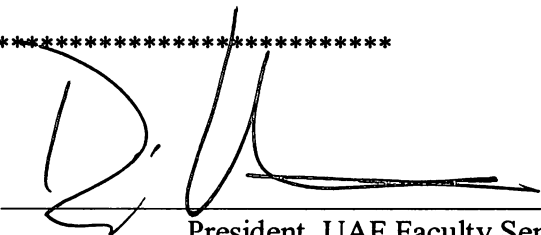


**MOTION:**

The UAF Faculty Senate moves to reaffirm the Department of Communication Unit Criteria.

EFFECTIVE:     Fall 2014  
                  Upon Chancellor Approval

RATIONALE:     The Unit Criteria Committee reviewed the unit criteria which were submitted with no changes by the Department of Communication. They were found to still be consistent with UAF guidelines.

\*\*\*\*\*  
  
\_\_\_\_\_  
President, UAF Faculty Senate

APPROVAL:   
Chancellor's Office

DATE: 4 Nov 2013

# 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

**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 of the parts 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 as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, evaluators

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

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;

1. encourage student participation, ask questions, frequently monitor student

**and** at least two of the following:

- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),

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.

b. Competitive grants and contracts to finance the development of ideas these grants and

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions. selection for these performances being based on

stringent auditions and approval by appropriate judges.

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 and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

***EFFECTIVENESS IN PUBLIC SERVICE INVOLVES:***

- 1. ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF PUBLIC AND/OR GOVERNMENTAL BODIES.***
- 2. SUMMARIZING AND PRESENTING KNOWLEDGE IN THE DISCIPLINE FOR THOSE OUTSIDE OF UAF.***

**EFFECTIVENESS IN UNIVERSITY SERVICE INCLUDES:**

**1. ACTIVELY PARTICIPATING ON AND CONTRIBUTING TO THE WORK OF COLLEGE, UAF, AND STATEWIDE COMMITTEES, PANELS, TASK FORCES, ETC.**

**2. EXHIBITING LEADERSHIP AND MANAGERIAL EFFECTIVENESS IN POSITION**

**AT THE DEPARTMENT, COLLEGE, UNIVERSITY OF ALASKA, FAIRBANKS, AND**

**STATEWIDE.**

Examples of such activity include, but are not limited to:

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



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