The Faculty Senate passed the following motion at Meeting #158 on April 6, 2009:

MOTION:

UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND DEPARTMENT OF COMMUNICATION 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 REVIEW,
PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING
THE FACULTY OF THE COMMUNICATION DEPARMENT. ITEMS IN BOLDFACE
ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR
RELEVANCE TO THE DEPARTMENT'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

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
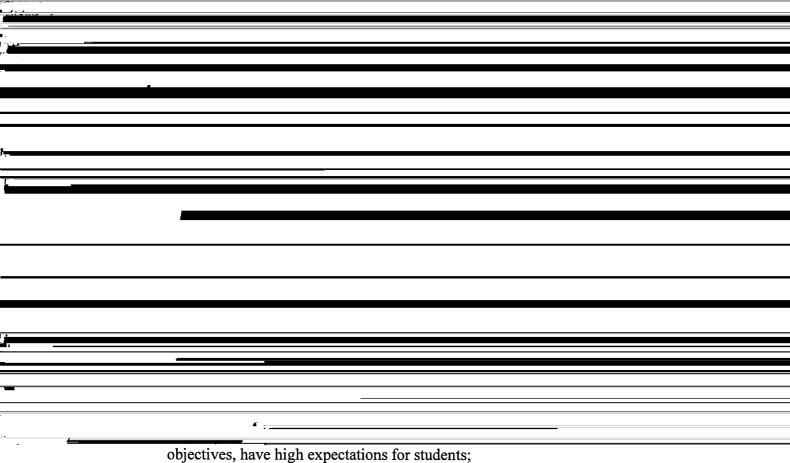
prior to a final selection decision.

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

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

   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;

   f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

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.

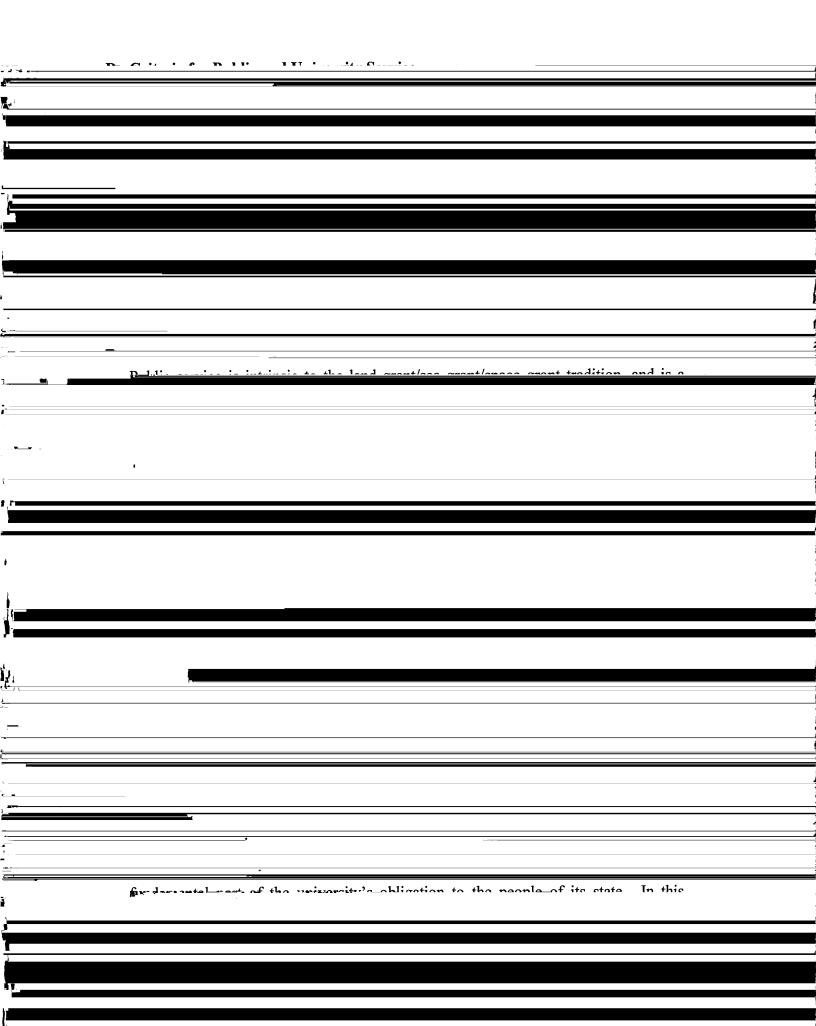**C. Criteria for Research, Scholarly, and Creative Activity**

4. DEMONSTRATING GROWTH IN KNOWLEDGE OF THE DISCIPLINE, OR GROWTH IN EMPIRICAL AND/OR CRITICAL RESEARCH ABILITIES.

2. **Components of Research, Scholarly and Creative Activity**
Evidence of excellence in research, scholarly, and creative activity may be demonstrated 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.

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

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

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.

3. **Professional Service**

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

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,