

**UAF REGULATIONS FOR THE ~~APPOINTMENT AND EVALUATIONS OF~~
FACULTY
AND ~~MARINE ADVISORY PROGRAM~~ UNIT CRITERIA, STANDARDS, AND
INDICES**

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ~~PROMOTION AND TENURE~~ ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE ~~MARINE ADVISORY PROGRAM (MAP)~~. 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. ~~THESE UNIT CRITERIA ARE FOR USE IN THE ANNUAL EVALUATION OF FACULTY AS WELL.~~

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 “UAF ~~Faculty Policies~~ **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** ~~establish~~ 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 BOR policy on promotion and tenure, MAP agents and specialists **typically** have bipartite appointments. Bipartite responsibilities are to be clearly stated at the time of hire and can be any combination of two of the three tripartite missions, i.e., teaching, research, or service. A MAP faculty member can request a tripartite appointment in their employment contract if such a status is consistent with the goals of the Marine Advisory Program.*

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university’s stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

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.

MAP faculty members are designated at the time of hiring as either agents or specialists. An agent is a generalist that does not require concentration of their workload to a specific academic, research, or service discipline. Specialists concentrate their workload toward a specific academic, research, or service discipline as designated in their letter of appointment (examples are: Business Specialist and Fisheries Specialist). Workloads and evaluations are to be based on which of those two assignments the individual holds. A MAP faculty member may be granted a change of assignment based on his/her request and the needs of the program.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV *and MAP unit criteria, standards and indices*, 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, *in consultation with the MAP leader*, 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 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.

MAP faculty may participate in formal teaching when the opportunity arises; however, standard academic teaching is not a common form of informational

delivery in the Marine Advisory Program. Instruction often includes contact with clientele through distance delivery methods, workshops, seminars, training, public presentation events, and classroom teaching. A 10% (4 unit) teaching load in MAP is considered 45 to 50 hours of instructional activities.

~~*standard academic teaching is not a common form of information delivery by the Marine Advisory Program. Instruction may include community-based or distance-delivered noncredit and/or credit courses, workshops, seminars, trainings and public presentations to adults or K-12 students. Instructional activities primarily deliver information relevant to community needs.*~~

*Development and preparation of instructional materials such as workshop outlines, training syllabuses or lesson plans, handouts, slide presentations, displays, lecture materials etc. are also components of MAP teaching **instructional** activities. Educational videos and/or other media produced for public education are also included.*

*Marine Advisory Program agents usually function as generalists by contributing breadth and diversity in their teaching efforts. Rurally located agents usually respond to requests to develop and/or teach discrete sessions, workshops, or short-term courses on subjects not **typically** available to rural Alaskans.*

Specialists have a depth of topical knowledge and primarily focus on teaching technical information in their specialty area to clientele.

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.

*Teaching in the context of a MAP activity is generally defined as proactively planned and delivered instruction AND NOT A SERVICE RESPONSE TO AN IMMEDIATE PUBLIC NEED. OFTEN IN MAP, A TEACHING PROGRAM MAY BEGIN AS A SERVICE ACTIVITY, BUT WITH CONTINUED REPLICATION WILL EVOLVE INTO A REGULARLY OFFERED INSTRUCTIONAL PROGRAM. MAP education **activities** differs from resident education in that the instruction are designed to deliver information relevant to specific clientele and public needs. Clientele may range from kindergarten to adults, and the general public to professionals.*

~~*Effective teaching must enable the learner to gain knowledge and/or skills that can result in changes to attitudes/behavior.*~~

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 *and clientele*;
- b. express positive regard for students, *become familiar with their public*, develop good rapport with students *and clientele*, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student *and clientele* participation for student learning and teacher effectiveness, are sensitive to student *and clientele* 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 *addressing clientele and public needs* and use a variety of methods of instructional delivery and instructional design;
- g. may receive prizes and awards for excellence in teaching.

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, *instructional publications*, recruiting and advising, training/guiding students, etc., provided by:

EFFECTIVENESS IN TEACHING WILL BE EVALUATED THROUGH ASSESSMENT OF INFORMATION PERTAINING TO FORMAL AND INFORMAL TEACHING, COURSE AND CURRICULUM MATERIAL, INSTRUCTIONAL PUBLICATIONS, RECRUITING AND ADVISING, TRAINING/GUIDING STUDENTS, ETC., VALIDATED BY:

- a. systematic student ratings, i.e. student opinion of instruction summary forms, *and/or classroom evaluations, post-instruction surveys and/or student or clientele testimonials*,

and at least two of the following:

- b. narrative self-evaluation,
- c. peer/department chair/*other professionals* classroom observation(s),
- d. peer/department chair/*other professionals* evaluation of course materials.

~~EVALUATION OF TEACHING FOR MAP FACULTY:~~

Systematic university approved student evaluations are not usually available or appropriately designed to evaluate MAP teaching activities. In addition, instruction by MAP faculty is often conducted in rural locations where evaluation by peers or department chair is not available. However, a means of evaluation appropriate to the instructional content should be administered by the principal instructor whenever possible.

Additional indices for documenting effective teaching for MAP faculty seeking promotion and/or tenure to Associate Professor may include:

- a. Evidence that teaching addresses client-centered needs, as expressed by requests for courses and by client/student participation in those courses;*
- b. Evidence that the teaching is meeting specific, quantifiable instructional objectives through student evaluations **or follow-up surveys**;*
- c. Demonstration of changes in knowledge, skills and/or attitudes/behavior resulting from MAP information transfer through post instructional evaluations, surveys, and testimonials;*
- d. Clientele evaluations of both the instructional program and the instructor competence and effectiveness;*
- e. Testimonials and/or repeated invitations to teach;*
- f. Documentation of contact hours with clientele as an assessment of response effort;*
- g. Successful application of distance delivery of educational programming;*
- h. Evidence of successful teaching by development and application of innovative original teaching methods.*
- i. Successful mentoring of undergraduate and/or graduate students and participation, as member, in graduate student committees;***

Additional indices for documenting effective teaching for MAP faculty seeking promotion to the rank of Professor include:

~~In addition to the indices of effective teaching, additional criteria that qualify a MAP faculty for promotion to the rank of professor may include:~~

- a. Clientele/student reviews and/or evaluations that show continued quality performance as a teacher,***

and at least one of the following:

- b. Development and/or adaptation of new methods and approaches in the discipline, such as:
 - i. Creative use of media and/or distance- delivery methods of instruction which extends the bounds of the discipline and improves educational outreach;*
 - ii. New curriculum or program development that improves the information transfer in the faculty member's area of expertise;**
- c. Regional, **statewide**, national and/or international recognition as an expert as illustrated through invitations to and presentations at conferences, meetings, workshops, and trainings;*
- d. Receipt of state or national awards in recognition of outstanding teaching;*
- e. Recognition through invitational teaching opportunities;*
- f. **Significant contribution in mentoring of undergraduate and/or graduate students and participation, as member, in graduate student committees.***

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.

*Many MAP faculty have limited opportunities to conduct traditional research and limited or no access to laboratories and graduate students. **Additionally, bipartite faculty may or may not have a research obligation. Faculty without research obligation may conduct research in response to public needs, in this case these activities will be evaluated under service.***

Marine Advisory faculty with research responsibilities in their bipartite or tripartite appointments are expected to conduct applied research or engage in other scholarly and creative pursuits that help solve issues facing the people of Alaska.

For MAP faculty, research, scholarly, and creative activities may consist of:

- a. Applied research designed to address specific client needs;*
- b. Production of peer reviewed informational media; and*
- c. Publication of peer reviewed publications.*

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, *with results and impacts disseminated to appropriate academic and community audiences.*
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution *and be relevant to Alaskan issues.*

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.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
- 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 peers, 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.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications.

- h. Published abstracts of research papers.
- i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- j. Prizes and awards for excellence of scholarship.
- 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.

Additional indices for documenting effective ~~teaching~~ research, scholarly and creative activity for MAP faculty seeking promotion and/or tenure to Associate Professor include:

- a. If research composed greater than 60% of a faculty members workload, authorship or co-authorship of a minimum of four (4) refereed publications are expected. These expectations are based on a workload of 60% effort in research and should be interpreted in the context of actual workload and adjusted accordingly,***

and at least one of the following:

- b. edit or referee articles or proposals for professional journals or organizations and MAP or Sea Grant publications,***
- c. adapt existing research-based technology or knowledge in order to solve problems relevant to Alaska,***
- d. participate in extramurally funded research projects.***

~~Excellence in the areas of research or scholarly activity by MAP faculty which qualifies him/her for promotion to professor may include:~~

Additional indices for documenting effective research, scholarly and creative activity for MAP faculty at the rank of Associate Professor and seeking promotion to the rank of Professor include:

- a. If research composed greater than 60% of a faculty members workload, authorship or co-authorship of a minimum of eight (8) refereed***

publications are expected. The candidate must demonstrate sustained performance in research. These expectations are based on a workload of 60% effort in research and should be interpreted in the context of actual workload and adjusted accordingly,

and at least one of the following:

- b. **authorship, co-authorship, editor or co-editor of a book or major reference in the faculty member's area of scholarly activity,***
- c. **recipient of a regional, national or international research fellowship or award,***
- d. ~~Continuous performance in research with a corresponding publication record; and~~ **participate in extramurally funded research projects in a leadership role (e.g. principal investigator or co-principal investigator),***
- e. ~~introduce of a new technology, product, or idea which demonstrably improves the quality of life for Alaskans, and is a clear result of a MAP faculty member's activity.~~*

D. Criteria for Public, University, and Professional Service

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."

A significant portion of the workload of MAP faculty will consist of service. In general, this will be higher than that found in traditional UAF faculty workloads and reflect the community or specific client needs approach of Marine Advisory Program educational activities.

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 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 and mission of the university and its

units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- a. Providing information services to adults or youth.
- b. Service on or advice to government or public committees.
- c. *Collaborations and partnerships with agencies, regional advisory boards, task forces, focus groups or public special interest groups to identify relevant issues and regional concerns.*
- d. *Active participation in constituency organizations.*
- e. Active participation in discipline-oriented service organizations.
- f. *Consulting in the faculty member's area of expertise and the discipline consistent with the obligation for public service.*
- g. Prizes and awards, for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating, *at public fora, group meetings and public events.*
- j. Radio and TV programs, newspaper articles and columns, *MAP* publications, newsletters, films, computer applications, teleconferences and other educational media *including website designed and/or managed by faculty.*
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
- l. *Participation in K-12 educational programs.*
- m. *Assessing and/or responding to research needs of clientele and communicating those needs to the research community.*
- n. *Conducting research in response to public needs.*
- o. *Developing and managing effective community and agency partnerships, which extend MAP resources and/ or develop leadership skills.*
- p. *Representing and answering questions at public events.*
- q. *Site visits for problem solving and consultation.*

- r. ***Rapidly responding to urgent client needs in a timely, flexible, and appropriate manner.***
- s. ***Other service activities consistent with the School of Fisheries and Oceans Sciences to contribute to Alaska's coastal economy.***

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. 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 projects.
- c. Service as ***program leader or director***, department chair or term-limited and part-time assignment as assistant/associate dean in a college/school, ***or program.***
- 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.***
- j. ***Prize and awards for excellence in university service.***
- k. ***Representing the University and/or MAP at public events including education displays, tradeshow, booths and exhibits.***
- k. ***Act as an outreach consultant on research projects conducted by other University faculty.***

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 **regional, statewide**, 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, **invitations to participate at clientele meetings, conferences, and workshops**, and other public means of recognition for services rendered.

~~INDICES FOR MAP SERVICE ACTIVITY~~

Additional indices for documenting effective service activity for MAP faculty seeking promotion and/or tenure to Associate Professor includes:

~~PUBLIC, UNIVERSITY, SERVICE~~

~~In addition to university regulations on the evaluation of UNIVERSITY AND public service, Additional indices for documenting effective SERVICE for MAP faculty SEEKING PROMOTION AND/OR TENURE TO ASSOCIATE PROFESSOR may include the following activities:~~

- a. ***If service composed greater than 60% of a faculty members workload, creation or co-creation of at least twelve (12) individual service activities, including outreach publications, workshops, conferences, trainings, website development or other service activities. These expectations are based on a workload of 60% effort in service and should be interpreted in the context of actual workload and adjusted accordingly, Documentation of the quality and distribution of publishing popular press articles and newsletters***

and at least two of the following:

- b. Presentation of applied research results to user groups such as public agencies, governmental bodies, private businesses, constituent groups, and lay public, both in published and oral forms.*
- c. Quality and distribution of media presentations and public interviews, e.g., TV, radio, film, newspapers and videotapes.*
- d. Evidence of response to new knowledge and developments in the discipline by rapidly raising public understanding and awareness through available educational media and methods.*
- e. Results of individual consultations.*
- f. Role and effort involved in the development and planning of conferences and workshops.*
- g. Writing and distribution of MAP, School of Fisheries and Ocean Sciences, and Sea Grant publications.*
- h. Documentation of service activities conducted on a continuing basis.*
- i. Testimonials **and letters** demonstrating **outcomes and/or** effectiveness of service activities or other documentation which demonstrates the impacts of MAP faculty's ~~public~~ service **activities**.*
- j. Documentation of public needs and response.*
- k. Appropriateness of the response effort toward urgent clientele issues.*
- l. Development and maintenance of partnership relationships.*
- m. Appointments to public, university, and professional committees and any leadership role in committee assignments.*
- n. Evidence of support provided to university faculty in their teaching, research, and/or service activities.*
- o. Evidence of application of ~~applied research or~~ project results by the public.*

~~Evidence of leadership in service which qualifies a MAP faculty member for promotion to professor may include, but is not limited to:~~

Additional indices for documenting effective service activity for MAP faculty at

the rank of Associate Professor and seeking promotion to the rank of Professor includes:

a. If service composed greater than 60% of a faculty members workload, creation or co-creation of at least twenty-four (24) individual service activities, including outreach publications, workshops, conferences, trainings, website development or other service activities. The candidate must demonstrate sustained performance in service. These expectations are based on a workload of 60% effort in service and should be interpreted in the context of actual workload and adjusted accordingly,

and at least two of the following:

b. Invitation to serve on national or international boards, review committees, award commissions or scholarship commissions.

c. Appointment or election to a leadership position on local, state, national, and international public service committees or organizations.

*d. Engaged in profession and scholarly **service** activities on **statewide**, national **or** international level.*

e. National leadership in a professional organization.

*f. Recognition through invitational speaking engagements on topics **that** constitute public service.*

g. Evidence of effective application of professional expertise to professional or public processes and organizations.

h. Service as committee chair. Session organizer, or officer of professional organizations.

i. Evidence of important contributions to the development of school, departmental, and/or university programs.

j. Recognition through receipt of public service awards, or awards for service to the university.

k. Receipt of a national association, government, or professional society service award.

l. Participation in a voluntary mentoring relationship with junior faculty to facilitate their progress toward promotion and tenure.

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