

UAF Unit Criteria  
for  
**Marine Advisory Program**

Criteria for UAF Faculty Evaluation are outlined in the document “University Policies and Procedures (The Faculty Blue Book)” Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the “University Policies and Procedures (The Faculty Blue Book)” Chapter III for use in evaluating the faculty of the **Marine Advisory Program**. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline’s faculty, and because they are additions to the University Policies and Procedures.

## **Chapter III: Faculty Evaluation**

### **A. Purpose**

*Excerpted from the “University Policies and Procedures (The Faculty Blue Book)” Chapter III A.*

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined below will be defined by demonstrated competence from the following areas: 1) effectiveness in teaching; and/or 2) achievement in research, scholarly and creative activity; and/or 3) effectiveness of service.

### **B. Types of Evaluation for Different Faculty**

*See “University Policies and Procedures (The Faculty Blue Book)” Chapter III B for the description of the types of evaluation for different faculty.*

*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. MAP faculty include tenure-track and non-tenure track faculty and will be evaluated equally based on this Unit criteria.*

*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.*

### **C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review**

*Excerpted from the “University Policies and Procedures (The Faculty Blue Book)” Chapter III C.*

## 1. General Evaluation Criteria

Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation, as specified in the workload agreements:

- 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.

In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

### **D. 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, and curriculum development.

*MAP faculty may participate in formal and informal teaching. While standard credit classes are a component of some faculty workloads, non-standard academic teaching is the most common form of information delivery in the Marine Advisory Program. Instruction often includes contact with clientele through distance delivery methods, workshops, seminars, training, public presentation events, and invited classroom teaching. In accordance with the UAF credit hour calculator, a 1 unit teaching activity in MAP is considered 13 to 14 hours of instructional contact time (52 hours total contact time and development and preparation of instructional materials).*

*Curriculum and content developed for public education, including educational videos and/or other media, are included as teaching.*

*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*

pedagogical organization as evidenced through peer evaluation of course syllabi,  
documented use of best practices in teaching through external or peer review,  
evidence of meeting course-level student learning outcomes, which may include student pre/post tests, ***and/or classroom evaluations, post-instruction surveys and/or student or clientele testimonials***  
evidence of pedagogical training with peer or external reviewed and documented outcomes as implemented in the classroom

Individual units may choose to require particular items from this list through their unit criteria.

***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***

- 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:*

- 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.*

**E. 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\_MMMMMMeir unit\_ M M

*obligation may conduct research in response to public needs, in this case the 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 and peer reviewed information*

h.



***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 -***

## 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 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. Service on accrediting bodies.
- e. Active participation in professional organizations.
- f. ***Active participation in constituency organizations.***
- g. Active participation in discipline-oriented service organizations.
- h. Consulting ***in the faculty member's area of expertise and the discipline consistent with the obligation for public service.***
- i. Prizes and awards for excellence in public service.
- j. Leadership of or presentations at workshops, conferences, or public meetings.
- k. Training and facilitating ***at public fora, group meetings and public events.***
- l. 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.***
- m. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
- n. ***Providing support for K-12 educational programs developed by partnering organizations.***
- o. Active engagement in public communication of discipline-based knowledge, defined as using the research methods, theories, and analytical frameworks of the discipline to make discipline-based research and analysis accessible and useful to the lay public. Public service in this area includes, but is not limited to: blogs, documentary films, short films, op-eds published in local, regional, and/or national newspapers and online news sites; radio broadcasts; podcasts; and a strategic and sustained discipline-based presence on social media.
- p. ***Assessing and/or responding to research needs of clientele and communicating those needs to the research community.***
- q. ***Conducting research in response to public needs.***

- r. ***Developing and managing effective community and agency partnerships, which extend MAP resources and/ or develop leadership skills.***
- s. ***Representing and answering questions at public events.***
- t. ***Site visits for problem solving and consultation.***
- u. ***Rapidly responding to urgent client needs in a timely, flexible, and appropriate manner.***
- v. ***Other service activities consistent with University of Alaska programs that 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 department chair or term-limited and part-time assignment as assistant/associate dean ***or other leadership role*** in a college/school ***or program***.
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees, elected office, representative assembly membership and labor management committees.
- 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. Prizes and awards for excellence in university service.
- k. Invoicing, transferring and securing of funds for the University for contract work (lab fees, consultant work) and intellectual property fees and commercialization fees.
- l. ***Representing the University and/or MAP at public events including education displays, tradeshow, booths and exhibits.***
- m. ***Act as an outreach consultant on research projects conducted by other University faculty***

3. Professional Service

Professional service includes activities related to promoting a faculty member's profession or specialization, including service to professional associations and organizations. 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.
- d. Committee chair or officer of professional organizations.
- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a *regional, statewide*, national or international review panel or committee.

*Additional indices for documenting*



- 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.*

**G. Unit Criteria**

*Excerpted from the “University Policies and Procedures (The Faculty Blue Book)” Chapter III C.*

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.