

**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 ~~select (in 2) for (1) 6 (1) 9 (1) 16 (1) 20 (1) 27 (1) 34 (1) 41 (1) 48 (1) 55 (1) 62 (1) 69 (1) 76 (1) 83 (1) 90 (1) 97 (1) 104 (1) 111 (1) 118 (1) 125 (1) 132 (1) 139 (1) 146 (1) 153 (1) 160 (1) 167 (1) 174 (1) 181 (1) 188 (1) 195 (1) 202 (1) 209 (1) 216 (1) 223 (1) 230 (1) 237 (1) 244 (1) 251 (1) 258 (1) 265 (1) 272 (1) 279 (1) 286 (1) 293 (1) 300 (1) 307 (1) 314 (1) 321 (1) 328 (1) 335 (1) 342 (1) 349 (1) 356 (1) 363 (1) 370 (1) 377 (1) 384 (1) 391 (1) 398 (1) 405 (1) 412 (1) 419 (1) 426 (1) 433 (1) 440 (1) 447 (1) 454 (1) 461 (1) 468 (1) 475 (1) 482 (1) 489 (1) 496 (1) 503 (1) 510 (1) 517 (1) 524 (1) 531 (1) 538 (1) 545 (1) 552 (1) 559 (1) 566 (1) 573 (1) 580 (1) 587 (1) 594 (1) 601 (1) 608 (1) 615 (1) 622 (1) 629 (1) 636 (1) 643 (1) 650 (1) 657 (1) 664 (1) 671 (1) 678 (1) 685 (1) 692 (1) 699 (1) 706 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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 de***

### 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 of university service; demonstration of

*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*

***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 3ze tol

- 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. ~~The2( r)11(e)6(m9848 Tw4(:)JTJ 0 T24(p4DC /TT1 7A5 TfTT3 51-e2i20(c)2/TT1 7v4(di)TT1~~

- 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:***

*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,*

*r.*

- 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 dislinet 985is.*

*the rank of Associate Professor and*

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