

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for the Marine Advisory Program.

Effective: Fall 2020
Upon Chancellor Approval

Rationale: The Unit Criteria Committee assessed the unit criteria submitted by the Marine Advisory Program (MAP). The Unit proposed revisions in their criteria and the document formatting was brought into compliance with the current UAF Unit Criteria template. The revisions were proposed during the normal review cycle and unanimously approved by MAP faculty. The revisions were reviewed and approved by the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF guidelines.

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May 8, 2020
Date:

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

1. Effectiveness in Teaching

Evidence of effectiveness 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. MAP education activities 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 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 supportive of 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, instructional design, and materials;
- g. regularly expend effort towards future oriented educational development;
- h. 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***, academic advising, training/guiding graduate students, etc., provided by:

- a. evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
- b. summaries of teaching evaluations;

and at least two of the following that are supported with evidence that is not solely in the narrative self-evaluation:

- peer classroom ***or other professionals'*** observation(s) and evaluation of lecture(s),
- peer ***or other professionals'*** evaluation of course and compiled materials,
- 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 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:

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, 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 faculty 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, research data and metadata, 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 or projects and programs, 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 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, scholarly or creative 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.
- m. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
- n. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.

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

Additional indices for documenting effective 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.

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. participate in extramurally funded research projects in a leadership role (e.g. principal investigator or co-principal investigator),

e. introduce 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.

F. 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."

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Effectiveness in public, university and professional service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards, media presence and other public means of recognition for services rendered.

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

- 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,*

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 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 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 project results by the public.*

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.*

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.