

The following motion passed at Faculty Senate meeting #252 on December 7, 2020:

MOTION

The UAF Faculty Senate moves to approve the Unit Criteria ~~for~~ Marine Biology

Effective: Fall 2020  
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by Marine Biology. The unit has brought their existing document into compliance with the current UAF Unit Criteria template. The unit also made additions to the document that were reviewed by the Unit Criteria Committee on October 26, 2020, and approved because they were found to be consistent with UAF guidelines.

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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor:    \_\_\_\_\_ Approves    \_\_\_\_\_ Vetoes    \_\_\_\_\_ Acknowledges

\_\_\_\_\_  
Date: \_\_\_\_\_  
Daniel M. White, UAF Chancellor





**D. Criteria for Instruction**

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are supportive of student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery, 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, 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:

- o peer classroom observation(s) and evaluation of lecture(s),
- o peer evaluation of course and compiled materials,
- o pedagogical organization as evidenced through peer evaluation of course syllabi,
- o documented use of best practices in teaching through external or peer review,
- o evidence of meeting course-level student learning outcomes, which may include student pre/post tests,
- o 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.

***Performance as major advisor is evaluated based on degrees completed under the faculty member's supervision***

***Promotion to Professor requires that at least four graduate degrees (MS or PhD) have been completed under the faculty member's supervision as major advisor, if the faculty member's workload includes teaching.***

***Additional evidence of performance quality includes, but is not limited to, publication of peer-reviewed journal articles or book chapters based on the advised student's thesis or***



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.

***Tenure-track and research faculty applying for promotion or tenure must present evidence of high-quality contributions in research. For a full-time (9-month) workload, the minimum expectation for award of tenure and promotion to Associate Professor is a sustained publication record with a minimum of ten publications total. It is the faculty member's total publication record, regardless of affiliation, that is considered in determining these counts. While affiliated with UAF, an average publication rate of one per year or higher is expected for a minimum of six. The minimum expectation of peer-reviewed publications for promotion to Professor is a sustained publication record averaging one per year, with a minimum of 25 total. At least half of the publications at each promotion level will be first-authored by the faculty member or by a graduate student, undergraduate student, post-doctoral scholar, or technician under the faculty member's direct supervision.***

#### **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.

***To be considered in performance evaluations, public and university service activities must be related to the faculty member's university position. Some faculty have part-time administrative positions that provide service to a national scientific community or the university/department and significantly increase the service portion of their workload. The proportion of workload assigned to formal administrative duties and to university, professional, and public service is outlined in the annual workload statement.***

##### **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. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. ***Voluntary consulting in the faculty member's area of expertise is 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.
- j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.
- l. 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.

## 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 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 **Junior Faculty**.
- 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.

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 national or international review panel or committee.

***For Marine Biology faculty, evidence of high-quality performance may include: (1) evaluation letters from peers, administrators, or others with direct knowledge of the faculty member's area of research, (2) specific accomplishments as reported in the self-evaluation and/or activity reports, and (3) evidence of repeated requests for the faculty member to perform new or expanded service activities. Such requests are strong evidence for quality performance.***

***Faculty applying for promotion or tenure must present evidence of quality service contributions. For promotion to Associate Professor and tenure, service in at least two of the three classes of service (public, university, professional) is normally expected. For promotion to Professor, faculty should demonstrate an expanded service contribution, normally including service at the national or international level.***

**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.