

Motion 2022-268-3

**MOTION:**

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Fisheries.

**Effective:**

Fall 2023

Upon Chancellor Approval

**Rational:**

The Unit Criteria Committee assessed the unit criteria submitted by the Department of Fisheries. Revisions were agreed upon by the department representatives and the Unit Criteria Committee, and the unit criteria was found to be consistent with the UAF Guidelines.

The document formatting was brought into compliance with the current UAF Unit Criteria template. There were minor edits made to the existing unit specific criteria that did not modify the content or intent of the criteria.

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DocuSigned by:  
*Ataur Chowdhury*  
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Ataur Chowdhury, UAF Faculty Senate President

The Chancellor:        X   Approves                 Vetoes            Acknowledges

DocuSigned by:  
*Daniel M. White*  
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Daniel M. White, UAF Chancellor

Date: December 9, 2022

UAF Unit Criteria  
for  
**DEPARTMENT OF FISHERIES**

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 **Department of Fisheries**. 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.*

### **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.

##### 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. ***Effective teaching enables learners to gain knowledge and /or skills.*** Effective teachers:

- 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;

***In addition, effective teachers will demonstrate some, but not necessarily all, of the following characteristics in an individual year:***

- 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.
- i. successfully mentor graduate students;***
- j. may write text books, textbook chapters, or articles on teaching methods, develop case studies, organize teaching workshops, or prepare course modules for broad distribution.***

##### 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:

- peer classroom observation(s) and evaluation of lecture(s),
- peer 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,
- 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.

***Teaching is an important role of the Department of Fisheries Faculty. Faculty members discharge their responsibility by teaching formal courses, advising undergraduate and graduate students, directing independent studies (497 or 697), supervising experiential learning and internships, and conducting informal courses or workshops. Teaching and advising graduate students is more demanding than teaching and advising undergraduate students; nevertheless, the extra effort faculty invest in graduate teaching and advising are central to the mission of the Department of Fisheries. Faculty workload assignments may reflect dissimilar loads related to formal classroom teaching and graduate and undergraduate advising loads; however the guideline expectation is that faculty members will teach at least four academic credits in the classroom each year. Quality of classroom teaching is indicated by peer evaluations of course materials, peer evaluations of teaching performance, and the recurring level of enrollment in classes. Quality graduate advising is indicated by the success of students in completing degrees under the faculty member's supervision. Faculty will be recognized for advising graduate students who are not based in CFOS in the same way that they are recognized for advising graduate students who are based in CFOS. Additional evidence of effective teaching and mentoring includes results of student evaluations, peer-reviewed publication of students' thesis or dissertation research; student presentations at regional, national and international meetings; and awards to students.***

***Recognizing that workload assignments vary among faculty members, the guideline expectation is that each candidate for tenure and promotion to Associate Professor should be able to identify at least two successful graduate students who have completed degrees under their supervision (as committee chair or co-chair). Similarly, each fisheries faculty member without a joint appointment who is a candidate for promotion to Professor should be able to identify at least six successful graduate students under their supervision. Fisheries faculty with joint appointments with the Marine Advisory Program or the***

***Museum (Fish Curation) who are candidates for promotion to Professor should be able to identify at least four successful graduate students under their mentorship. In addition, candidates for promotion to Associate Professor should be able to identify at least two regularly scheduled courses that they have developed or have primary responsibility for delivering and which are central to the undergraduate or graduate program requirements.***

**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.

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.
- 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.

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.

***Faculty in Fisheries applying for promotion or tenure must present evidence of substantial, high-quality contributions in research. While there is no substitute for the exercise of good judgment on the part of those who are called upon to assess research and scholarly productivity, it is the responsibility of each faculty member to explain and/or otherwise provide evidence of the significance of their research and scholarly activities. The varied nature of research and scholarly contributions make it difficult to identify simple criteria for assessing the quality and significance of such contributions. In general, the primary evidence of high quality research is publication of research results and interpretations in respected peer-reviewed journals, books or other media and evidence of substantial contribution to research is primary authorship by the applicant or their student, or leadership as principal investigator of the research—quality, as judged by Department of Fisheries faculty peers, is more important than quantity. Department of Fisheries faculty are expected to author an average of at least one refereed publication per year, either as lead or co-author. Thus candidates for tenure and promotion to Associate Professor are expected to have authored or co-authored at least six refereed publications; candidates for promotion to Professor are expected to have authored or co-authored at least twelve refereed publications. These expectations should be interpreted in the context of actual workload and adjusted accordingly.***

***Each promotion applicant's complete publication record, including papers published before they were affiliated with the UAF Department of Fisheries, is relevant to tenure***

***and promotion decisions. In addition, the nature of their workload assignments and their opportunity for publication throughout their career leading up to the review date is considered relevant to promotion and tenure decisions. The standard for tenure, promotion to Associate Professor, and satisfactory post-tenure review is satisfactory research performance for the period being evaluated. The standard for promotion to Professor is sustained, excellent research performance, recognized nationally and internationally.***

#### **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.

***University and public service is expected of all Fisheries faculty. Pertinent service is related to the faculty member's professional expertise or university position. Some members may have greater or lesser than average assignments in service and the expectations of them should be adjusted accordingly. However, except for faculty on sabbatical leave, the guideline expectation is that every faculty member will spend at least one month of time annually on service related activities regardless of their level of research and teaching. Service is typically limited to 5 units (approximately 1.5 months) unless otherwise authorized in the workload proposal. Some faculty in the Department of Fisheries have a larger than usual service component, which is reflected on their annual workload. The mix of public, university, professional, and other service may also vary with the faculty member's field of expertise and stage of career. Some faculty may have substantial administrative or special assignments that increase the service portion of their workload. Evidence of high-quality performance can include specific accomplishments related to the service. Service on national or international bodies is expected of candidates for promotion to Professor.***

##### **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, ***including answering questions and solving problems posed by the public and the industry regarding fisheries, seafood science and marine resources.***
- 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. ***Unremunerated Consulting in the faculty member's area of expertise and 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, ***seminars*** or public ***informational*** 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.
- m. Service to advance diversity, equity, and inclusion.***
- n. Service to communities or Tribes.***

## 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.
- 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.

### 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.
- g. ***Unremunerated collaborations or advising on national or international research projects or programs.***

### 4. **OTHER SERVICE: CURATION**

***Curators at the University of Alaska Museum (UAM) can hold a tenure-track faculty position. Rank and tenure are held within departments at UAF, and curators are thus treated as joint appointments between a department and the UAM. As is the case for all tenure-track faculty in Fisheries, curator's performances are evaluated on the basis of their activities in teaching, research, and service.***

***Curation involves the management and development of a formally recognized university collection that exists to serve as a research resource for students and researchers at university, state, national, and international levels. For faculty providing curation services, the application for promotion should include a letter prepared by a committee of tenured curators at the museum. Excellence in curation may be demonstrated through, e.g., appropriate letter of commendation, recommendation, and/or appreciation, certificates and awards, and other public means of recognition for services rendered.***

*Examples of curatorial activities include, but are not limited to:*

- a. Maintaining, enhancing, and enlarging the collection (includes computerization and database development, archival upgrades, specimen conservation and identification, and adding specimens or objects to existing collection);*
- b. Interacting with state and federal agencies and with the public on collections-related issues;*
- c. Facilitating collections use through loans, exchanges, and visiting researchers;*
- d. Maintaining appropriate permits (as needed for the collections);*
- e. Supervising collections managers, student employees, and volunteers;*
- f. Working with public program staff to create exhibits and educational activities appropriate to the collection;*
- g. Pursuing funding for collections growth and maintenance;*
- h. Producing curatorial or collections-related publications, reports, and/or manuals;*
- i. Ensuring university compliance with state and federal laws and international treaties and agreements that pertain to the collection.*

*Specific Criteria for Curatorial Performance:*

#### ***ASSISTANT PROFESSOR AND CURATOR***

*Evidence of curatorial ability and a commitment to developing and managing research collections relevant to the area of specialization includes the following:*

- a. Curators will develop the collections as a permanent record of the natural and/or cultural diversity of Alaska, the circumpolar north, and beyond and as a research resource for studies of biological and/or cultural diversity.*
- b. Collections care includes responsibility for the physical condition and storage of objects/specimens, corresponding documentation, budgetary management, and annual reports.*
  - (i). Curators will preserve the specimens, artifacts, objects, and material under their purview through the use of methods and techniques professionally accepted within their respective disciplines.*
  - (ii). Curators will ensure that all records and field notes concerning collection materials are maintained in a secure fashion and meet or exceed documentation standards for their respective discipline.*
  - (iii). Curators will maintain current accession files, deaccession files, and catalogs of objects in their collections. They will develop electronic databases with computer data formats that follow data standards of the respective discipline and UAM.*
  - (iv). Curators will develop, maintain, and revise written policies and procedures for curation of objects or specimens in their collections.*
- c. Curators will take part in interpretive activities of the museum in order to fulfill the museum's mission to interpret the natural and cultural history of Alaska.*
- d. Curators will actively submit grant applications for external support for their curatorial activities and collections-based research.*

***ASSOCIATE PROFESSOR AND CURATOR***

***Consistent contributions to interpretive (education and exhibition) activities of the museum, response to collection-related inquiries (from other professionals, the public, and state agencies) and/or development of interpretive materials for the public-at-large are expected. Use of the collections for teaching and/or research must be evident. Active solicitation for external funds to support curatorial activities and collections-based research must be evident.***

***PROFESSOR AND CURATOR Significant development of the collections under the curator's care is expected. This development includes sustained growth of the collections as research resources and as a means of fulfilling the museum's mission of acquiring, preserving in perpetuity, investigating, and interpreting objects and specimens relating to the natural and or cultural history of Alaska and the circumpolar north. Significance of collections will be measured in terms of research significance, value to University of Alaska research and instructional programs, and value to national and international research programs. The curator should be a recognized authority in their field, locally and nationally. They must have a record of success in acquiring external funds for curatorial activities and collections-based research.***

**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.