

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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DocuSigned by:  
*Julie A.K. Maier*  
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor:        X   Approves             Vetoes             Acknowledges

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

December 15, 2020  
Date: \_\_\_\_\_

UAF Unit Criteria  
for  
***Marine Biology Department***

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 Biology Department***. 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.

*Teaching is an important mission of all CFOS tenure-track faculty; teaching in the marine biology department is normally conducted through either the graduate program in Marine Biology, the undergraduate Minor in Marine Science, or the undergraduate Fisheries and Marine Sciences program. The major teaching activities of most Marine Biology faculty are classroom/laboratory/field instruction at the graduate and undergraduate level. Teaching activities also include advising graduate students (MMS, MS, and PhD) on their thesis and dissertation research, and advising and research mentorship of undergraduate students and postdoctoral scholars.*

*The objective for full-time (9 month) tenure-track faculty is to be teaching 6 credits per year of classroom instruction, and maintaining a vibrant lab that supports undergraduate and graduate student research. There is an expectation that a faculty member advises graduate students, maintaining an average of 3 graduate students per year, but advising of undergraduate student research projects is also highly valued and may in part be substituted for a portion of graduate student advising. Graduate classroom instruction often requires effort disproportionate to the number of students served; small class size is not uncommon in Marine Biology courses. Marine Biology faculty with extensive externally funded research programs can reduce classroom teaching to no less than 3 credits per year, when their external funding supports additional graduate students beyond the typical 3. Similarly, faculty with fewer graduate and/or undergraduate student advisees can proportionally increase their classroom teaching load.*

*Marine Biology research faculty are not required to participate in formal classroom teaching or graduate / undergraduate advising. However, teaching and advising are encouraged, and if included in the research faculty workload provide a significant benefit to the program. Teaching and advising should thus be evaluated according to the metrics outlined below and in proportion to the research faculty member's workload.*

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 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;
- 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:

- 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.

***Performance as major advisor is evaluated based on degrees completed under the faculty member's supervision, because each represents a major investment of faculty time.***

***Promotion to Associate Professor requires that at least one MS graduate degree has been completed, or one PhD student has made substantial progress towards completion (i.e., has submitted at least one peer-reviewed manuscript) under the faculty member's supervision as major advisor, if the faculty member's workload includes teaching.***

***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 dissertation research; student presentations at national and international meetings; achievement awards to students; successful student-led research proposal; and student success in initial employment after graduation.***

### **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.

***Evidence of high research quality is publication of research results and interpretations in respected, national or international, peer-reviewed journals or peer-reviewed books or book chapters. In evaluating such publications, quality, as judged by the graduate program in Marine Biology/CFOS faculty peers, is more important than quantity.***

***Evidence of research productivity can also include publications that are not peer-reviewed, such as final contract reports, data reports, and websites.***

- 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.

***Evidence of research substance and quality also includes external funding from sources known for rigorous peer or organizational review of proposals (e.g., NSF, NIH). Promotion to Associate Professor or Research Associate Professor requires that the faculty member is lead principal investigator on at least one external grant from a nationally competitive source. Promotion to Professor or Research Professor requires lead principal investigator status on at least two grants from a nationally competitive source.***

***In addition to obtaining external funding, support and training of research personnel, such as postdoctoral scholars and technicians through the acquisition and management of external grants is highly valued.***

- 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.

***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.