



**Faculty Senate  
Motion 2023/2024-277-3**

**MOTION:**

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

EFFECTIVE: Spring 2024, or upon Chancellor’s Approval

RATIONALE: The Unit Criteria Committee has assessed the unit criteria submitted by the Department of Veterinary Medicine. The document was reviewed and approved by the Unit Criteria Committee during its 24th of January, 2024 meeting. The Veterinary Medicine Department Criteria was approved because it was found to be consistent with UAF guidelines.

\*\*\*\*\*

This action was passed by the Faculty Senate on February 5, 2024.

DocuSigned by:  
*Jennifer Carroll* February 12, 2024  
77132FF52923422  
Jennifer Carroll, UAF Faculty Senate President

The Chancellor:  Approves  Vetoes  Acknowledges

DocuSigned by:  
*Daniel M. White* Date: February 13, 2024  
AF8BD6A19CA618C  
Daniel M. White, UAF Chancellor

UAF Unit Criteria  
for  
**Department of Veterinary Medicine**

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 Veterinary Medicine**. 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

*It is expected that the criteria for assistant professor are to be met for the fourth-year comprehensive review. For promotion to and tenure as associate professor, an assistant professor has to meet the criteria at the associate level. For promotion to full professor an associate professor has to meet the criteria for full professor. Criteria for associate and full professor include an assumption that criteria at the previous level(s) continue to be met. Listed examples are not meant to imply that all of those provided are equally meritorious. Workloads vary between faculty members in their relative emphasis in the bipartite or tripartite areas. Therefore, the expected amount of activity in teaching, research, and/or service should be considered in the context of the faculty member's workload.*

*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 *veterinary students*, graduate students and serving on their graduate committees, and curriculum development, *including curricular revision required to maintain VetMed's collaborative agreement with Colorado State University (CSU) and meet national accreditation and/or state licensure requirements.*

##### 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.
- i. *regularly improve instructional methods and maintain updated content*

## 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, *veterinary student mentorship*, 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 / *department chair / instructional expert* classroom observation(s) and evaluation of lecture(s),
- peer / *department chair / instructional expert* 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.

### **Specific criteria for teaching performance:**

***Peer review of teaching for untenured and term faculty as well as for those applying for promotion is encouraged. Observers will provide an evaluative letter or form for the file.***

***□ Assistant professor: evidence of teaching ability and a commitment to a quality and contemporary teaching program in the department. University-sanctioned teaching evaluation scores and/or peer/department chair/instructional expert evaluations should rate courses favorably, and, if not, there should be a definite upward trend showing improvement in the course over time. Course materials such as syllabi, exams, projects, and homework should reflect the course description and be contemporary.***

***□ Associate professor: evidence must show that the teaching material remains contemporary and relevant, and that delivery stimulates the learning process. Evidence of the expected quality of instructional performance may include - but is not limited to - course and/or curriculum development, novel approaches to instruction, versatility in instructional***

*assignments, effective guiding and mentoring of individual students, or high-quality university-sanctioned teaching evaluation scores or other teaching evaluations (e.g. Peer-evaluation). Chair, peer, and/or instructional expert evaluations should provide evidence of effective classroom instruction and student engagement.*

- ***Professor:*** *significant contributions to the instructional program are expected. These contributions may include major improvements in course and curriculum offerings, securing funds to enhance instructional and/or laboratory settings, leadership in departmental level curriculum core revisions, student learning outcome assessments, student advising, and mentoring of graduate students to the completion of their degree. The faculty must show a consistent record of high-quality teaching.*

### **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.
- o. ***Invitation to edit or referee articles or proposals for professional journals or organizations can be taken as evidence of obtaining stature from colleagues***
- p. ***Publication of case reports in peer-reviewed journals, or contribution of significant materials to textbooks such as chapters.***

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

**Specific criteria for research performance:**

- ***Assistant professor: evidence of the ability to establish a viable research or clinical scholarly program in the area of specialization, normally a sub-discipline of the natural or veterinary sciences (with the option of research in science education). This can include several of the following:***

- *Recruiting and mentoring graduate, veterinary, and/or undergraduate research students*
  - *Peer-reviewed publications from research performed at least in part during their current appointment*
  - *Proposals that were either funded or received favorable reviews.*
  - *Acquiring data that is usable, verifiable, and may contribute to the field.*
  - *Establishing a professional reputation that demonstrates visibility in the scientific or veterinary clinical community.*
  - *Presentations such as talks or poster presentations at scientific or professional meetings including but not limited to conferences or symposia that count as Continuing Education (CE) credits for licensed veterinarians.*
  - *Application of the faculty member's scholarly knowledge in performing veterinary professional activities. Communication of the new knowledge gained through these activities to students, clients, as well as veterinary professionals, enabling advancement of the profession.*
- *Associate professor: must have established an appropriate research. The faculty member should show independence and leadership by generating research ideas that translate into projects that involve graduate and/or veterinary students and may also include undergraduate students. Extent of research development should be evaluated in relation to the overall workload credits and time allotted to research per the faculty member's workload. The veterinary medicine department prioritizes allocation of faculty resources for teaching as needed depending on faculty resources within the department each semester.*

*Examples for such a successful research program can include the following:*

- *Publications in refereed professional journals demonstrating significant scientific contributions as measured by standard indices (e.g. publication rate, citation rates, journal impact factor). Publication of discipline-relevant data and metadata, or contributing to publicly available computer models*
- *Presentation of research results at professional meetings*
- *Leadership in preparation and submission of research proposals*
- *Acquisition of external research funding*
- *Successful mentoring of graduate or veterinary students in the faculty member's field of expertise, which can be demonstrated by student graduation, student presentations and publications, student awards or grant success, and professional placement of students after graduation.*



- *The faculty member receives referrals and requests for professional consultations based on the faculty member's clinical scholarship.*
- *Contribution of research material to professional databases and forums, studies by other institutes or clinical trials*

□ ***Professor:*** *must have established an internationally recognized research. The faculty member should show independence and leadership in research by having produced a sufficient quality and quantity of publications to demonstrate the existence of an on-going, professional research program. The program's recognition and independence is also demonstrated through acquisition of external funding, as appropriate for the discipline. There should be a record of student involvement including successful mentoring of graduate or veterinary students in research or scholarly activities. The research or scholarly program can demonstrate:*

- *Evidence of an international reputation that should include several examples of the following: Research activities or presentations at meetings, citations of publications, documented opinions of other scientists in the field, invited talks, book chapters, professional awards, and invitations to serve on steering committees, review panels, and working groups.*
- *Evidence of an on-going, professional, independent research program that should include examples of the following: publication quality and quantity indicated by the number of citations, the quality of the journals as indicated by their impact factor, and/or external reviews stating that the papers made major contributions. The faculty member's acquisition of external funding should be described, including a description of the faculty member's contribution to collaborative projects.*
- *Evidence of mentoring of graduate or veterinary students that should include several examples of the following: student graduation, a significant body of student presentations, student awards, or student grant successes, and professional placement of students. Inclusion of undergraduate students in research programs is also valued and mentoring of undergraduate students should be demonstrated if they are included in the research program.*
- *Leading significant sections of clinical trials or similar clinical scholarship or developing new approaches to address clinical problems.*

*As a point of clarification, there is no expectation for faculty at any rank to amass publications as either first or sole author. It is common for many disciplines to have the primary author listed last (often as corresponding author), and it is considered favorable for students to be included as coauthors or first authors. It is essential for the faculty member to clarify in their narrative their role and creative/scholarly contributions in*

***multiple-authored publications. This philosophy of explaining the role also applies to collaborative proposals.***

#### **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.

##### **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. Consulting.
- 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. ***This may include service on committees or working groups at CSU as part of the collaboration between our veterinary programs.***
- 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 ***including serving as new faculty mentors.***
- 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. ***Serving as a mentor/advisor, committee member or external examiner for students at other institutions.***
- h. ***Maintenance of clinical or specialist skills through ongoing collaboration with the veterinary community***
- i. ***Advancing the profession and enhancing the status of the veterinary medicine department and university through:***
  - 1. ***Regularly providing advice to peers and professional colleagues outside the university through referrals from professional peers.***
  - 2. ***Presentation or professional communication of case reports to the veterinary community.***
  - 3. ***Invitation to speak on clinical or professional material at education events (conferences and symposia) at national and international levels Based on reputation and knowledge .***
  - 4. ***Leading significant sections of clinical trials or similar clinical scholarship or developing new approaches to address clinical problems.***

**Measures of effectiveness of service performance include (but are not limited to):**

- o ***Documentation of success from the organization to which the service was provided***
- o ***Official recognition of quality of service (e.g., awards, letters of recommendation).***
- o ***Evaluations from clients and/or colleagues involved in delivery of service.***

**Specific criteria for service performance:**

**Assistant professor: none in addition to UAF criteria.**

**Associate professor: positive contribution to departmental and/or university matters, effective professional contributions to the public, and/or effective service to the profession are expected.**

**Professor: evidence of leadership in the service area is mandatory. Significant contributions to the development of departmental or university programs are expected. Service to the general public or Alaskan teachers is expected.**

**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.