

UAF Unit Criteria
For
Cooperative Extension Service

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 **Equine and Veterinary Medicine**. Items in **bold** 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.

Cooperative Extension Faculty represent many different disciplines and they may participate in teaching, research and service, but they are all considered part of a single department sharing in the mission of the university with an emphasis on service and public outreach.

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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

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, ***which for CES can be aggregations of end of workshop learner assessments created by instructors particularly for the learning objectives of each workshop topic and audience;***

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.

Cooperative Extension Service faculty have limited opportunities to conduct traditional research and very limited access to laboratories and graduate students. Additionally, bipartite Cooperative Extension Service faculty usually do not have a research obligation. Most grants pursued by bipartite faculty in the Cooperative Extension Service relate to service or teaching and are not research oriented.

Cooperative Extension Faculty with tripartite responsibilities are expected to conduct research (generally applied) or engage in other scholarly pursuits that challenge and may help solve issues facing the people of Alaska or contribute to national Extension efforts.

1. Achievement in Research, Scholarly and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have qqg'qt''
o qtg of the following characteristics:

- a. They must occur in a public forum *with results and impacts disseminated to appropriate academic and community audiences.*
- b. They must be evaluated *reviewed and validated* by appropriate peers *including members of the community.*
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution *and are typically relevant to current Alaskan issues.*

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- 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, per

Non-tenure track faculty, primarily funded by restricted funds (i.e. grants and contracts) may be unable to participate in typical university service to the same degree and extent as tenure-track and tenured faculty. This should be considered when evaluating the service component of non-tenure track faculty. As noted under research, bipartite faculty with no research responsibilities may apply for funding and conduct funded projects as service.

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 representing CES and answering questions at CES educational displays, booths and exhibits at public events.***
- b. Service on or to government or public committees; ***collaborations and partnerships established with agencies and groups; and utilization of district or regional advisory boards, task forces, focus groups or public special interest groups to identify relevant issues and problems.***
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. Consulting ***as appropriate to the unit including face-to-face in the office or off-site, by telephone or email (i.e. pressure canner gauge testing; interpretation of soil test results, or identification of insect, disease, or weed specimens).***
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating ***at public forums, group meetings and public events.***
- j. Radio and TV programs, newspaper articles and columns, ***CES*** publications, newsletters, films, computer applications, teleconferences and other educational media ***including social media, blogs and web sites designed and/or managed by faculty with faculty derived/vetted content and may be responsive to community interests and issues.***

- 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. Engage the public in assessing research needs – and communicate those needs to the appropriate research units.***
- n Managing an effective paraprofessional and/or volunteer program to help extend CES resources and or develop leadership skills.***
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- 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.

Specific indices for Cooperative Extension Service activity and for promotion and tenure.

Since service is the majority of the workload of CES faculty, in addition to University regulations on evaluation of public and university service additional indices for documenting effective service for CES faculty may include the following:

Context: Evidence of department, public, and university service may include some or all, but is not limited the following:

1. Authorship of CES publications with documented internal peer review. Additional review outside of CES is encouraged.

2. Documentation of service activities planned in an engaged, two-way continuing programmatic basis.

3. Testimonials and letters demonstrating outcomes and/or effectiveness of service activities.

4. Documenting public needs and engaging the resources of the University and other entities in meeting those needs.

5. Documenting impacts which result from engaged public service activities.

Context: Evidence of leadership in the service area is expected. Significant contributions may include:

10 Invitational service on national or international boards, publication and grant review committees, award commissions or scholarship commissions.