



Faculty Senate
Motion 2023/2024-277-4

MOTION

The UAF Faculty Senate moves to approve the Unit Criteria for the Library Science Department.

EFFECTIVE: Spring 2024, or upon Chancellor’s Approval

RATIONALE: The Unit Criteria Committee has assessed the unit criteria submitted by the Library Science Department. The document was reviewed and approved by the Unit Criteria Committee during its 1st of December, 2023 meeting. The Library Science Criteria was approved because it was found to be consistent with UAF guidelines.

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

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

The Chancellor: Approves Vetoes Acknowledges

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

UAF Unit Criteria
for
LIBRARY SCIENCE

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 **LIBRARY SCIENCE 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 workloads for library science faculty vary, usually from a base of 1-2 units per year. Instruction may also include contact with students or other audiences through distance delivery, workshops, seminars, training and public presentations.

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; **and other audiences;**
- b. express positive regard for students, develop good rapport with students, **and other audiences and** show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student **and other audiences** participation for student learning and teacher effectiveness, are supportive of student **and other audiences** 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 **revise curriculum and** develop new courses, workshops and seminars and use a variety of methods of instructional delivery, instructional design, and materials; **In addition to teaching credit courses, library science faculty may also conduct lectures, workshops, and seminars for discipline-based courses or non-credit programs at any level. They may also organize teaching workshops or prepare course modules for broad distribution.**
- g. 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:

- (1) evidence in the narrative self-evaluation, which may include their underlying philosophy of teaching as it relates to effectiveness in teaching;
- (2) 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

And optionally:

- *student opinion summary forms designed by library science faculty for the evaluation of workshops, seminars, or guest instruction sections,*
- *testimonials from students and other audiences.*

Teaching criteria for promotion to the rank of professor may include, but are not limited to:

- 1. Development and/or adaptation of new methods and approaches in the discipline;*
- 2. Receipt of university, state or national awards;*
- 3. Student/other audience reviews and teaching evaluations that are consistently above average;*
- 4. Invited teaching.*
- 5. Team teaching with another academic department*

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

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.

Research, scholarly, and creative activity are a small portion of the normal library science faculty workload, usually from a base of about 1-2 units per year.

Library science research may include scholarship of discovery and integration involving the development, evaluation and incorporation of new ideas into existing systems of knowledge; scholarship of instructional theory, methodologies and results; scholarship of application especially addressing specific library, archival or curatorial practices and their results.

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, ***case studies, translations, book chapters, annotated bibliographies, presentations and posters at professional meetings***, 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. ***Peer-reviewed adaptations of new technology including software development relevant to information access and/or delivery of library services.***
- 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. ***Peer-reviewed exhibit curation.***

Research criteria for promotion to the rank of professor may include but are not limited to:

- 1. Development and/or adaptation of new methods and approaches in their area of expertise;***
- 2. Receipt of university, state or national awards;***
- 3. Ongoing contributions to published research; scholarly, creative, or professional achievement;***
- 4. Invited presentations at the state, national or international level.***

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

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 service is usually the largest portion of the library science workload. The three areas of service are not typically equal in distribution and service workloads will vary from faculty to faculty.

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 ***in the faculty member's area of expertise.***
- 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.

1. 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.
 - 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.

Activities relating to the normal and necessary functioning of the UAF library and performed on a regular basis are considered to be components of university service. For most library faculty this comprises the bulk of their university service responsibilities. Specific activities include but are not limited to:

Reference & Research Consultation:
Reference services provide a link between library patrons and information sources. They usually include personal assistance in identifying, locating, and using appropriate resource materials.

Collection Development:
Collection development is the process by which librarians determine the books, journals, non-print media, on-line databases and other items to be included in the library's holdings. This process includes: assessment of usage data; liaison relationships with academic departments; co-institutional cooperative purchases, and establishment of long-term consortial agreements.

Management or administrative activities:

Responsibilities may include: budgeting; supervising and evaluating staff; strategic and other long-term planning; development of policies and procedures; data analysis, and report writing related to the functioning of the library.

Information technology:

Information technology involves assessment and implementation of current technologies pertaining to the library's infrastructure and operations. This may include the planning, creation, installation and maintenance of software systems; design of website architecture; and development of operational policies.

Outreach and Promotional Activities:

Develop and implement library programs, promote library resources and services.

Archives:

Archival activities involve the provision of public access and research services to historical collections of papers, photographs, manuscripts and other unique and unpublished materials. Included are the establishment of donor relationships; grant administration and other funding opportunities that extend normal library budgeting; appraisal of collections to determine administrative or historical value; arrangement and description of collections; preservation of fragile materials and/or obsolete media; development of outreach programs, and the organization and preservation of digital data.

Curation:

Curation at the UAF library typically involves the management and development of a formally recognized collection that serves students and researchers at university, state, national and international levels. Examples of curatorial activities include, but are not limited to:

- i. Maintaining, enhancing and enlarging the collection (includes computerization and database development; archival upgrades; conservation and identification, and adding objects to the existing collection);***
- ii. Interacting with state and federal agencies and with the public on collections-related issues;***
- iii. Promoting use of the collections through loans, exchanges, and visiting research activities;***
- iv. Directing collections managers, student employees, and volunteers;***

- v. Creating exhibits and educational activities and materials appropriate to the collection;*
 - vi. Pursuing funding for collections growth and maintenance;*
 - vii. Producing curatorial or collections-related publications, reports, and/or manuals.*
- 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.
4. Evaluation of Service
Effectiveness in service may be evaluated by any of the following methods:
- a. Library activities performed on a regular and continual basis are evaluated by the annual review process and may be supplemented by supporting documentation from peers inside or outside the university;*
 - b. Documentation demonstrating successful development and implementation of projects, policies, procedures and standards;*
 - c. Letters supplied by colleagues within and outside the university evaluating performance, contributions to the library and assistance to individuals and/or groups;*
 - d. Testimonials demonstrating outcomes and/or effectiveness of service activities;*

- e. Honors and awards performance excellence within and outside the university, including library and professional organizations and associations.***

Service criteria for promotion to the rank of professor may include but are not limited to:

- 1. Record of active leadership and meaningful participation in institutional and professional activities;***
- 2. Receipt of university, state or national awards;***
- 3. Invited consultations at the state, national, or international level;***
- 4. Evidence of continuing growth and maintaining currency in the field.***

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.