



Unit criteria

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Reply-To: kcriddle@sfos.uaf.edu

To: Jayne Harvie <jbharvie@alaska.edu>, Perry Barboza <psbarboza@alaska.edu>

Cc: "Keith R. Criddle" <kcriddle@sfos.uaf.edu>

Hi Jayne & Perry,

This draft of the proposed revised Fisheries Division Unit Criteria have been formatted to print in black and white. Pages have been numbered for ease of reference. Underlining has been used to denote additions to or clarifications of generic Criteria. After considerable discussion, the Fisheries faculty remain adamant that student thesis and dissertation research reflects on both the effectiveness of faculty mentorship (page 4) and the significance of faculty accomplishments in research (page 5).

Effective mentors select highly qualified students and guide those students through development of appropriate novel research proposals and the completion of thesis and dissertation research that is suitable for publication in the peer-reviewed literature. While promising students can occasionally fail to measure up to their potential and sound research projects can occasionally fail to yield publishable findings, it is a longstanding expectation that MS students directed by effective mentors will publish, on average, one refereed publication from their thesis and that PhD students directed by effective mentors will publish, on average, three refereed publications from their dissertations. We have not included these specific expectations in our unit criteria because there is often a long lag between completion of thesis/dissertation research and publication of the results of that research, particularly when students enter non-academic employment shortly after completion of their graduate degree. Moreover, there are extenuating circumstances that could lead to outstanding mentors to be responsible for directing adequate but unremarkable student research. For example, we have faculty who are serving as chairs of graduate committees for students who were initially mentored by faculty who are deceased or have terminated their connection with UAF. We honor these faculty for shouldering advising loads and for shepherding another's students (who in several instances were ill-equipped for graduate studies) through successful completion of research projects that were, in some cases, poorly conceived from their outset. Please note that our consideration of student thesis quality is only one, and not necessarily the most important, of nine categories of teaching effectiveness identified on page 3.

In Fisheries, graduate student research takes place under the umbrella of faculty grants and contracts. Our admissions policies bar us from accepting students for whom we do not have research assistantships unless the prospective student has their own source of extramural research funds. Consequently, our MS students invariably work on research projects that are a product of the creative energy and grantsmanship of their advisors. Our PhD students also begin their studies on projects that they did not invent; many work on those projects throughout their studies, while a few help write the proposals that fund the latter staged of their dissertation research. Well-conceived research projects ably directed by faculty PIs result in peer-reviewed publications. Consequently, in addition to serving as evidence of effective mentorship, we consider that publications based off of faculty funded and directed research reflects on the significance of faculty research

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accomplishments. Our consideration of evidence of the significance of faculty research accomplishments is not limited to a narrow consideration of publications co-authored with their students but also considers contributions from the whole range of scholarly activities listed on page 5.

Keith



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