

Program Standards for Marine Science (MARS)

Preamble

The faculty of the Marine Science Program endorses the University standards as well as those of the School of Natural Sciences and Mathematics. Both sets of standards were used as the basis of these Program standards for the Marine Science faculty. University, School, and Program standards will be used during review and evaluation of all Program faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

6.1.1 Same as the University and School standards.

6.1.2 The Marine Science Program (MARS) encourages the MARS faculty member to demonstrate teaching effectiveness by a variety of methods. There are many ways of achieving excellence in teaching, and each individual faculty member may have a unique way of dealing with the challenges of teaching. In addition to traditional classroom teaching, we recognize that MARS faculty are often involved in independent studies, internship supervision, and field and laboratory work, which may present additional time constraints and challenges. To demonstrate teaching effectiveness, we encourage the faculty to use, as appropriate, multiple indicators of successful teaching, including but not limited to the ones listed in the following sections. In broad terms excellence in teaching is characterized by:

6.1.2.1 A thorough and current command of the subject matter, teaching techniques, and methodologies. MARS instructors are expected to integrate in their courses the complex elements of all the sciences, and to make clear the highly interdisciplinary nature of the marine science field. Syllabi, teaching portfolios and other course materials may be submitted as indicators of teaching approaches, as well as peer evaluations of teaching.

6.1.2.2 Sound course design and delivery in all teaching assignments—whether program or General Studies, introductory or advanced offerings—as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching

techniques aimed at student learning. Syllabi, teaching portfolios and other evidence, such as assessment results, may be submitted as indicators. Faculty may submit evaluation of their course materials and content by members of their program or of General Studies who do not participate in the formal "Peer Evaluation of Teaching" as described in Section 7.3.3 of the Procedures.

6.1.2.3. The ability to organize course material and to communicate this information effectively. The ability to link classroom material with laboratory work and field exercises is critical. The development of a comprehensive syllabus for each course taught, including expectations, grading, and attendance policies and the timely provision of copies to students. Syllabi, peer evaluations, student evaluations, and assessments of student learning administered by the instructor may be submitted as indicators.

6.1.2.4 Same as University and School standards.

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching.

6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.

6.1.3.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in community engagement, service-learning, international education, and global engagement.

6.1.3.5 Evidence of effectiveness for alternate assignments and/or non-teaching responsibilities should be demonstrated. Alternative assignments and non-teaching responsibilities include but are not limited to grant course releases, sabbaticals, and assignments from the Dean or other administrator to fill course load requirements after an unexpected cancellation.

6.1.3.6 Professional development training in classroom topics, such as attending seminars or webinars on pedagogy, anti-

bias/discrimination, inclusivity, or other topics pertinent to teaching. This also includes developing and/or delivering such training to others.

6.2 Scholarly and Creative Activity. *Note: Instructors and Non-Tenure Track Teaching Professionals are not required to engage in scholarly or creative activity.*

6.2.1 Same as University and School standards.

6.2.2 Same as University and School standards.

6.2.3 MARS recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement (such as community science or community stakeholder involvement in the scholarly process), service-learning, artistic or creative activity, and grant writing. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.2.3.1 The MARS program recognizes that the time and effort required to complete scholarly activity may vary markedly among disciplines and subdisciplines. Some fields, such as (but not limited to) ecology, generally require the collection of multiple years of data before publication, so these types of projects take longer to reach the publication stage.

The MARS program recognizes that expenses and other research needs can vary as well. For example, the need to purchase and maintain expensive equipment and supplies, or to schedule and pay for boat time will necessitate additional time and effort for a faculty member in all phases of a research project.

6.2.4 The burden is always on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In cases of conference presentations or proceedings, the MARS program recognizes that selectivity varies between subdisciplines. Clarification should be provided with regard to the selectivity of the review process if the conference is selective. Clarifications of the evaluation of scholarly and creative activities are as follows.

Judgments about the excellence of scholarly and creative activity should be assessed by the following guidelines as appropriate:

- 6.2.4.1 Same as School standards.
- 6.2.4.2 Same as School standards.
- 6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers as through published papers, funding agencies as through funded proposals or those proposals unfunded yet receiving positive reviews, conference professional organizations as through accepted conference presentation or proceedings abstracts, ad hoc groups, such as evaluation, judging, or refereeing panels, as through the evaluation or judging sheets provided.
- 6.2.4.4 Documentation of the impact of one's work
 - with students conducting independent research.
 - by inclusion into the classroom or teaching laboratory.
 - within the scholarly area.
 - within higher education generally.
 - on documented standards of best practices in pedagogy.
 - in the application of one's work.
 - as evident in citations of one's work.
 - on public policy or institutions.
 - in the artistic/cultural realm.
 - or in educational settings.
- 6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative, or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship. Examples include (but are not limited to) authoring and delivering trainings on topics that advance the discipline or the teaching/scholarship of others.

6.2.4.6 The University understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Same as University and School standards.

6.2.4.6.2 Same as School standards.

6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors is valued regardless of the venue. Additionally, field conferences (where appropriate) may be used as indicators of the candidate's scholarly activities.

6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.

6.2.4.6.5 Same as University and School standards.

6.2.4.6.6 Same as School standards.

6.2.4.6.7 Same as University and School standards.

6.2.4.6.8 Same as School standards.

6.2.4.6.9 Same as University and School standards.

6.2.4.6.10 Same as School standards.

6.2.4.6.11 Same as University and School standards.

6.3 University and Community Service

6.3.1 The MARS faculty's role includes contributions to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or

University-wide levels. These contributions may require the capacity to work collaboratively with other members of the University community, including activities related to alumni and the University Foundation or other agencies. Off-campus professional activity is also valued. Members of the MARS faculty should also be willing to meet with prospective students and their parents/guardians, to work with local governments on marine matters, to speak at schools, and/or to be available to the media, as appropriate or according to need and circumstance. The quality of the service and leadership activities is of critical importance.

6.3.2 Same as University and School standards.

6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Expectations for quantity of service are reduced for full-time Instructors and Non-tenure Track Teaching Professionals due to their increased teaching loads. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations.

6.3.4 Same as School standards.

6.3.5 Same as University and School Standard.