

The following motion passed at Faculty Senate meeting #254 on March 1, 2021:

MOTION:

The UAF Faculty Senate moves to approve the Unit Criteria for Cross-Cultural Studies.

Effective: Spring 2021
Upon Chancellor Approval

Rationale: The Unit Criteria Committee has assessed the unit criteria submitted by the Center for Cross-Cultural Studies. The unit has brought their existing document into compliance with the current UAF Unit Criteria template. The updated document was reviewed by the Unit Criteria Committee on January 25th, 2021. The updated Center for Cross-Cultural Studies criteria was approved because it is consistent with UAF guidelines.

DocuSigned by:
Julie A.K. Maier
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Julie A.K. Maier, UAF Faculty Senate President

The Chancellor: X Approves Vetoes Acknowledges

DocuSigned by:
Daniel M. White
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Daniel M. White, UAF Chancellor

March 3, 2021
Date: _____

UAF Unit Criteria
for
Center for Cross-Cultural Studies

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 **Center for Cross-Cultural Studies**. 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.

MISSION

Mission: the mission of the Center for Cross-Cultural Studies is to draw and build upon the academic and research capabilities at UAF to offer an integrated course of advanced graduate study that addresses long-standing issues of concern to the state, the nation and the world. The program consists of an MA in indigenous studies and a PhD in indigenous studies, each with a common core curriculum that all students complete, coupled with six thematic areas of emphasis from which students choose a concentration: indigenous research, indigenous knowledge systems, indigenous education, indigenous language, indigenous leadership, and indigenous sustainability.

The specific skill set of the graduates will include quantitative analysis, scientific applications, qualitative research methods, research design and program management, along with broad conceptual frameworks for understanding the dynamics of social-cultural-ecological systems.

Delivery method: the program will be offered through a variety of flexible course delivery methods to students living throughout Alaska and beyond. The program offers a full complement of campus-based, e-campus and distance education courses consistent with the standards of advanced graduate study at UAF.

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., and excs unit criteria, standards and indices.

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.

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; ***and demonstrate ability to teach effectively through the simultaneous use of more than one delivery method, e.g., courses with students in a face-to-face classroom with the instructor and those in attendance via other means of distance delivery at the same time.***
- g. regularly expend effort towards future oriented educational development;
- h. may receive prizes and awards for excellence in teaching.

Specific cxc criteria for teaching for appointment or promotion to:

1. ***Assistant professor: evidence of teaching ability as well as commitment toward continual improvement in areas involving distance delivery and online learning must be provided.***
2. ***Associate professor: the record must show that the material taught is contemporary and relevant, and that the presentations stimulate the learning process. Evidence of the expected quality of instruction may include, but is not limited to, course and/or curriculum development, innovative approaches to instruction, effective guiding and mentoring of students, and effective teaching performance in classroom settings and by distance delivery modalities. There must be evidence of supervision of graduate student research as a major committee chair/member.***
3. ***Professor: significant contributions to the instructional program are expected. These may include, but are not limited to, contributions to major improvements in course and/or curriculum offerings; development of new courses and/or delivery approaches; ability to motivate and/or inspire students; and exemplary training of graduate students. There should be a record of successful completion of graduate work by their students. It is expected that assessment of teaching by students and faculty will demonstrate consistently high quality performance.***

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;

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), **including seminar/distance instruction**
- 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

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. ***To keep CXCS true to its mission, appropriate dissemination of results must include reporting to and informing community, regional, state, and national organizations such as Alaska Native corporations, the Alaska Federation of Natives, Alaska Native tribal organizations and international indigenous organizations. These are the organizations where appropriate judges for CXCS work are found. All of these entities support media which can publish or otherwise showcase the work of faculty.*** 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 ***to the communities served by cxcs and to the university.***

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, ***needs assessments, program evaluations, annotated bibliographies, translations/transcriptions***, 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, *or other appropriate judges, submission of research proposals and/or the completion of contracted research reports to agencies and funding sources, formal presentations of research findings to Alaska Native organizations such as the Alaska Federation of Natives, regional corporations, tribal councils, results of community-based research as reported to community entities, development of planning processes reviewed by community boards, drafting and submitting regulatory proposals on behalf of partner communities, etc.*
 - 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, *especially in those productions that present indigenous materials including theater/drama/Festival of Native Arts/Cama-i, and other statewide festivals*, 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 *and publications of special interest to indigenous constituents.*
 - h. Published abstracts of research papers.
 - i. Reprints or quotations of publications, *cataloging and archiving data collections of dance/performance video and audio/DVDs*, 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. Non-refereed journal articles and monographs including authorship of a book or major reference in the faculty member's area of scholarly activity.

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

Specific criteria for research performance for promotion or appointment to:

A. Assistant professor: evidence of ability to establish a viable research program in the faculty member's area of specialization.

B. Associate professor: the faculty member must have established an appropriate research program that produces satisfactory publications in some or all of the CSCX fields of study and have presented research results at professional meetings and other public forums. Submission of research proposals and acquisition of external research funding, the completion of contract research reports, and publication in conference proceedings constitute supplementary evidence that the research program is of high quality. The faculty member must show independent leadership by the creation of research ideas that involve student participation.

C. Professor: faculty research programs should produce publication in refereed professional literature as well as other publications noted in a thorough review, and there should be a record of student and/or junior faculty involvement. The publications should be of sufficient quality and quantity to demonstrate the existence of an ongoing, professional, independent research program. Additional evidence should be provided showing that research has been presented to entities such as indigenous organizations and tribal entities.

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, *or other governmental bodies, including tribal entities, Alaska Native corporations, health corporations, etc.*
- 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, *appointment to internal editorial boards and scholarship selection committees.*

- 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 *and unit or campus-wide evaluation*.
- 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.
- 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 CXCS criteria for service performance for appointment or promotion to:

A. Assistant professor: none in addition to UAF criteria

B. Associate professor: positive contributions to departmental and/or university matters. Effective professional contributions to the public and effective services to the profession are expected. Examples include facilitation support for annual events of service to the university and the larger community.

C. Professor: evidence of leadership in the service area is expected. Significant contributions to the development of departmental and/or university programs including committee leadership or service on committees is expected. Effective application of service includes, but is not limited to, reviewing proposals, refereeing manuscripts, and editing for professional organizations or publications. A professor's service may include assisting students and community members in the preparation and publication of their work. A professor's service may include the mentoring of junior faculty that leads in turn to greater service on their part.

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.