



**Faculty Senate**  
**Motion 2023/2024-279-1**

**MOTION**

The UAF Faculty Senate moves to approve the Unit Criteria for the Department of Alaska Native Studies and Rural Development (DANSRD).

EFFECTIVE: Spring 2024, or upon Chancellor Approval

RATIONALE: The Unit Criteria Committee has assessed the unit criteria submitted by the DANSRD. The document was reviewed by the Unit Criteria Committee during meetings held in the Spring of 2024. It was finally approved on the 20th of March, 2024. No substantive alterations were made from the last approved unit criteria except for a change in template and a majority of the unit faculty that voted approved this criteria. Therefore, the DANSRD 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 April 1, 2024.

DocuSigned by:  
*Jennifer Carroll*  
77182FF52923422  
Jennifer Carroll, UAF Faculty Senate President

The Chancellor:   X   Approves        Vetoes        Acknowledges

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

Date:   April 5, 2024

UAF Unit Criteria  
for  
**Department of Alaska Native Studies and Rural Development (DANSRD)**

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 **DANSRD**. 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.

*“EMPOWERING COMMUNITIES THROUGH OUR STUDENTS”*

*“Our mission is to increase cultural awareness and strengthen leadership capacity for rural and Indigenous communities in Alaska and the Circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness and respect for Indigenous cultures and commitment to community.”*

*Rural development (RD) is an applied program that is made available at both baccalaureate and graduate levels to students on the Fairbanks campus, across the state, and beyond using a combination of high quality, innovative delivery methods including intensive seminars, audioconferencing, web-based teaching and other distance technologies.*

*Alaska Native Studies (ANS) is an academic program available at the baccalaureate level as both a major and a minor. Students take advantage of the same delivery methods as RD, and DANSRD faculty teach courses in both programs. Students from ANS are encouraged to take RD courses (e.g. as a minor sequence) and vice-versa with the result that both programs produce well rounded graduates.*

*Both programs encourage national and international engagement with Indigenous scholars and political leaders. Guests from Indigenous communities outside the state deliver lectures to students in both programs, and faculty maintain active connections*

*with international counterparts. International students attend both RD and ANS courses.*

*As an academic discipline, rural development is a rapidly expanding field with an increased number of universities offering post- baccalaureate opportunities for study. DANSRD offers a unique opportunity for Alaska's students to connect to peers in the field and share new ideas to benefit rural communities and enhance their careers.*

*DANSRD serves a large body of non-traditional students and their communities. The program often employs innovative methods to ensure that these students get the most out of their education, and that their communities benefit from department research and scholarly activity. These methods are reflected throughout our unit criteria.*

*The department often looks to trusted peers from within the communities served for expert review and objective evaluation of its work. These peers possess knowledge and expertise that may or may not be directly tied to formal education. In many cases Indigenous leaders have earned their positions through learning from a wide range of sources over many years. This kind of learning and oversight is essential to DANSRD.*

*DANSRD's mission identifies specific indigenous populations at community, regional and statewide levels. When DANSRD provides professional expertise to these communities it is not merely a general pro-bono benefit to society at large. Rather, it is a research or scholarly activity within the mandate of the DANSRD mission, and not an act of service.*

*Given the applied nature of the program, faculty members may from time to time have greater or lesser than average assignments in research. In these cases, expectations of them should be adjusted accordingly, using the level of activity specified in the annual workload assignment as the prime determinant.*

*The following is an adaptation of UAF and Regents' criteria for promotion and tenure specifically developed for use in evaluating the faculty in the department of Alaska Native studies and rural development (DANSRD). Items in bold italics are those specifically added because of their relevance to the departmental mission. These unit criteria are for use in all evaluations of faculty.*

### **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.

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

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, **and excellence in development/utilization of course 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. 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.

*Considering the DANSRD mission and discipline, therefore, the locus and audience for DANSRD research expands to include Native and rural communities and/or constituencies. The key to research/scholarly/creative activities is that these activities should be applicable to the mission of the unit and also that the results of these activities should be disseminated through media accessible to and utilized by those whom they are intended to benefit. Certain activities and definitions, therefore, have also been expanded to reflect DANSRD's particular mission "...to strengthen leadership capacity for rural and indigenous communities in Alaska and the Circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness, respect for Indigenous cultures and commitment to community." Further, there is often an overlap between research and public service such that the results of DANSRD's research, scholarly and creative activities directly benefit Alaska's Native and rural communities as much as they do the university community.*

*To keep DANSRD true to its mission, appropriate dissemination of results will include reporting to and informing community, regional and state organizations such as Alaska Native Corporation boards, the Alaska Federation of Natives, Alaska Native tribal organizations and international Indigenous organizations. These are the organizations where appropriate judges for DANSRD's work are found. All of these entities support media which can publish or otherwise showcase the work of DANSRD faculty.*

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 DANSRD and 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, proceedings, research data and metadata, and other scholarly works published by reputable journals, scholarly presses, and publishing houses, *or by legal, industry or government publications* that accept works only after rigorous review and approval by peers in the discipline *or other appropriate judges.*
- 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, *films, or invited papers* before learned societies that accept papers only after rigorous review and approval by peers *or other appropriate judges.*
- 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 play or dance 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.
- h. Published abstracts of research papers.
- i. Reprints or quotations of publications, *cataloging and archiving data collections of dance/performance video and audio tapes,* 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 *including awards for the development of digital and other media which disseminate information about rural development and Alaska Native Studies,*

or selection *for scholarships for participation in programs of advanced study or of duty at special institutes for advanced study.*

- l. Development of processes or instruments useful in *community planning, that will be reviewed by local resident boards as well as those 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 a scholarly activity.*
- p. Submission of research proposals that reflect the rigor, detail, and expertise required by academic research/grant proposals and/or the completion of contracted research reports to agencies and funding sources, formal presentations of research/information to Alaska Native organizations such as Alaska Federation of Natives, regional corporations, tribal councils, results of community planning processes as reported to community entities, development of planning processes reviewed by community boards, drafting and submitting regulatory proposals on behalf of partner communities, etc.*
- q. Publications of special interest to Native and rural constituents and/or constituencies.*

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.

### 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 governments, 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,
- 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 and 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.
- l. ***Appointment to internal editorial boards and scholarship selection committees.***

### 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 ***and***

***appointment to proposal evaluation/grant selection committees.***

## **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.