

UNIVERSITY OF ALASKA FAIRBANKS
REGULATIONS FOR THE EVALUATION OF FACULTY
AND
CENTER FOR CROSS-CULTURAL STUDIES
(CXCS)
UNIT CRITERIA, STANDARDS AND INDICES

MISSION AND GOALS

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 CROSS-CULTURAL 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 LANGUAGES; INDIGENOUS LEADERSHIP; AND INDIGENOUS SUSTAINABILITY.

PROGRAM GOALS:

- 1. TO PROVIDE THE PROGRAMMATIC INFRASTRUCTURE FOR ADVANCED, IN-DEPTH, INTERDISCIPLINARY GRADUATE STUDIES AND RESEARCH IN ACADEMIC FIELDS RELATED TO THE ROLE OF INDIGENOUS KNOWLEDGE AND WAYS OF KNOWING IN THE CONTEMPORARY WORLD.**
- 2. TO PREPARE GRADUATES WHO ARE CAPABLE OF CONDUCTING BASIC AND APPLIED RESEARCH ON SOCIAL, POLITICAL, EDUCATIONAL, ECONOMIC, SCIENTIFIC AND CULTURAL ISSUES OF CONCERN TO PEOPLE AND COMMUNITIES IN THE CIRCUMPOLAR NORTH, WITH A PARTICULAR EMPHASIS ON ALASKA.**
- 3. TO EXPAND THE POOL AND INCREASE THE DIVERSITY OF KNOWLEDGEABLE AND HIGHLY SKILLED ALASKANS WHO CAN ASSUME LEADERSHIP AND TECHNICAL POSITIONS WITH PUBLIC AND PRIVATE SECTOR ORGANIZATIONS, INCLUDING UNIVERSITIES, SCHOOL DISTRICTS, SOCIAL SERVICE AGENCIES, NATIVE CORPORATIONS, TRIBAL GOVERNMENTS, AND STATE AND FEDERAL AGENCIES IN ALASKA AND BEYOND.**

4. TO PROVIDE A VENUE TO SPONSOR STATE, NATIONAL AND INTERNATIONAL SEMINARS, CONFERENCES, EXCHANGES AND COMPARATIVE RESEARCH PROGRAMS THAT BRING PEOPLE TOGETHER AROUND ISSUES OF CONCERN TO ALASKA, THE CIRCUMPOLAR NORTH, AND INDIGENOUS PEOPLE THROUGHOUT THE WORLD.
5. TO CONTRIBUTE TO AND TAP INTO NEWLY EMERGING BODIES OF ACADEMIC SCHOLARSHIP THAT ADDRESS THE ROLE OF INDIGENOUS KNOWLEDGE SYSTEMS IN FIELDS SUCH AS ECOLOGICAL STUDIES, NATURAL RESOURCES MANAGEMENT, HEALTH CARE, EDUCATION, LANGUAGE REVITALIZATION, COMMUNITY DEVELOPMENT, SOCIAL SERVICES, JUSTICE, AND NATIVE STUDIES.
6. TO ACHIEVE ECONOMIES-OF-SCALE THAT PUT EXISTING UNIVERSITY RESOURCES AND CAPABILITIES TO MORE EFFECTIVE AND EFFICIENT USE IN ADDRESSING ISSUES OF CONCERN TO ALL ALASKANS.
7. TO BRING ALASKA INTO FULL COMPLIANCE WITH THE TERMS AND CONDITIONS OF THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLE.

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-LEARNING AND DISTANCE EDUCATION COURSES CONSISTENT WITH THE STANDARDS OF ADVANCED GRADUATE STUDY AT UAF.

THE FOLLOWING IS AN ADAPTATION OF UAF AND REGENTS' CRITERIA FOR PROMOTION AND TENURE SPECIFICALLY DEVELOPED FOR USE IN APPOINTING AND EVALUATING THE FACULTY IN THE CENTER FOR CROSS-CULTURAL STUDIES (CXCS). ITEMS IN CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED BECAUSE OF THEIR RELEVANCE TO THE CXCS MISSION. THESE UNIT CRITERIA ARE FOR USE IN ALL EVALUATIONS OF FACULTY.

Chapter I

Purview

The University of Alaska Fairbanks document, “Faculty Appointment and Evaluation Policies,” supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university. The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments. These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise. The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor’s designee for approval prior to a final selection decision.

B. Academic Titles

Academic titles must reflect the discipline in which the faculty are appointed.

C. Process for Appointment of Faculty with Academic Rank

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university’s stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the Selection Process

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III

Periodic Evaluation of Faculty

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, **AND CXCS UNIT CRITERIA, STANDARDS AND INDICES**, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: 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.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. 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, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence 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 sensitive to 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; **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;**
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- g. may receive prizes and awards for excellence in teaching.

SPECIFIC CXCS CRITERIA FOR TEACHING FOR APPOINTMENT OR PROMOTION TO;

- A. ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AS WELL AS COMMITMENT TOWARD CONTINUAL IMPROVEMENT IN AREAS INVOLVING DISTANCE DELIVERY AND ONLINE LEARNING MUST BE PROVIDED.**
- B. 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.**
- C. 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 HIS OR HER STUDENTS. IT IS EXPECTED THAT ASSESSMENT OF TEACHING BY STUDENTS AND FACULTY WILL DEMONSTRATE CONSISTENTLY HIGH QUALITY PERFORMANCE.**

Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

- a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s), INCLUDING SEMINAR/DISTANCE INSTRUCTION

- d. peer/department chair evaluation of course materials.

C. 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 an individual's 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 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, 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,** THE 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/DVD'S,** 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 or artistic 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. NON-REFEREED JOURNAL ARTICLES AND MONOGRAPHS INCLUDING AUTHORSHIP OF A BOOK OR MAJOR REFERENCE IN THE FACULTY MEMBER'S AREA OF SCHOLARLY ACTIVITY.

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 MEMBERS 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 CXCS 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 THAT 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.

D. Criteria for Public and University 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."

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.

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 **AND UNIT OR CAMPUS-WIDE EVALUATION** reviews.
- e. Service on collective bargaining unit committees or elected office.
- 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.

3. Professional Service

- 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

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

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 THE PREPARATION OF PUBLICATIONS. A PROFESSOR'S SERVICE MAY INCLUDE THE MENTORING OF JUNIOR FACULTY THAT LEADS IN TURN TO GREATER SERVICE ON THEIR PART.

E. Unit Criteria, Standards and Indices

Unit criteria, standards and indices are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in B, C, D, above, and in “UAF Faculty Appointment and Evaluation Policies,” Chapter IV for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review (United Academics only), and post-tenure review.

Unit criteria, standards and indices may be developed by those units wishing to do so. Units that choose not to develop discipline-specific unit criteria, standards and indices must file a statement stating so with the Office of the Provost, which shall serve as the official repository for approved unit criteria, standards and indices.

A unit choosing to develop discipline-specific criteria, standards and indices shall have such criteria, standards and indices approved by a majority of the discipline faculty. The unit criteria, standards and indices will be reviewed and approved by the cognizant dean who will forward the unit criteria, standards and indices to the provost. The provost will review for consistency with BOR and UAF policies and will forward these criteria, standards and indices to the Faculty Senate, which shall review and approve all discipline-specific criteria according to a process established by the Faculty Senate.

Unit criteria, standards and indices will be reviewed at least every five (5) years by the faculty of the unit. When reorganization results in a unit’s placement in another college/school structure, the cognizant dean, in consultation with the unit faculty shall review unit criteria, standards and indices and revise if warranted. Unit criteria, standards and indices approved by the Faculty Senate prior to a unit’s reorganization shall remain in effect until reviewed and revised. Revision of unit criteria, standards and indices must follow the review process established by the Faculty Senate. If the unit criteria, standards and indices are not revised, a statement of reaffirmation of the current unit criteria, standards and indices must be filed with the Office of the Provost, following the review.

Unit criteria, standards and indices, 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 (United Academics only), and post-tenure review to include these approved unit criteria, standards and indices in the application file.

F. Annual Evaluation of Non-tenured Faculty with Academic Rank

1. Process of Evaluation

There will be annual evaluations of all untenured faculty members holding academic rank. Each faculty member shall submit a professional activities report to the campus

director or college/school dean according to a schedule announced by the provost. The annual professional activities report will be accompanied by a current curriculum vita. The evaluations performed by the campus director or college/school dean shall include explicit statements on progress toward meeting criteria for tenure and promotion in their written evaluations. The dean's/director's evaluation shall reference the faculty member's workload agreement in commenting on progress. The director or dean shall provide a copy of a written evaluation to the faculty member. In the case of a faculty member having a joint appointment, the dean will coordinate the review and recommendation with the DEAN/director as appropriate.

G. Periodic Evaluation of Tenured Faculty Members

1. Frequency of Evaluation

All tenured faculty at UAF shall be evaluated once every three years according to a schedule and process announced by the provost. For tenured faculty with joint appointments, the cognizant dean will arrange a review that assures that all appropriate administrators provide a written evaluation of the faculty member. The dean will inform the faculty member of these arrangements.

2. Annual Activities Report

All tenured faculty shall prepare a professional activities report annually and submit it to the dean or director according to a schedule announced by the provost.

H. Evaluation of Faculty with Special Academic Rank

Special academic rank faculty are appointed for a specified period of time. They are to provide evidence of effectiveness in their assigned responsibilities during the term of their appointment when requested by their college/school dean or institute director according to the process set forth by the provost.

1. Process of Evaluation

The college/school dean or institute director shall require an annual activities report of a faculty member who has an appointment renewed beyond the initial year of appointment. The review process outlined above for academic rank faculty shall apply. The optional process for the development and approval of the unit criteria, standards and indices as outlined above in Chapter III, E, shall also apply to the definition and evaluation of faculty in special academic rank positions.

The appointment to special academic rank shall terminate on the date specified in the letter of appointment, and implies no expectation of a subsequent appointment.